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Child Life in Music

A collection of
Plays, Dances and Games
for use in the Home
Kindergarten and Primary

COMPILED AND ARRANGED BY

FRANCIS M. ARNOLD

DIRECTOR OF MUSIC
NATIONAL KINDERGARTEN COLLEGE

THE WILLIS MUSIC COMPANY
CINCINNATI
OHIO

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My (Dance)

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Dedicated

to the memory of

Jean Carpenter Arnold

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Suggestions for using this Music

Music is now recognized as an important element in education, and yet, we are only beginning to understand its value.

This education may be started at a very early period of the child's development. Long before he himself can play or sing, the love of music, for the best in music should be developed. This may be done by playing to him good simple arrangements of the music of the great masters. All through childhood this education may be carried on, and after the child has begun to play or sing, advance work may be done, leading him to the originals of that which has been given to him in simple arrangements.

This is one of the great uses of music for Prayer and Quiet Music. Many times in the day, both in school and in the home, good music may be given the child, and he learns to love the very best in music. He comes under the influence of Beethoven, Mozart, Haydn, and the other great masters.

Of the three elements of Music, rhythm, melody and harmony, rhythm makes the most direct appeal, as the child is in the rhythmic stage. But this rhythm must be simple and continuous, for the child cannot follow when the rhythm is broken or intricate. Only regular rhythms should be used. Melody and harmony should be simple and wholesome.

Through the use of these plays, dances and games, the child grows into free and graceful use of his body and a complete course in physical education may be carried on, as they gradually bring into play all the muscles of the body.

For mothers and others who have not had special training in this work, the following suggestions are offered.

RHYTHMIC PLAY_

MARCHES_ In playing marches for children the musician must pay strict attention to the accents, as this aids the child to catch the rhythm. He must also play with a certain rhythmic swing, which makes marching a delight. For this reason the old fashioned Gavotte, with its grace of movement, makes a good march for children. One should, also, remember the short steps of children and play only in moderate time. Some children not vitally alert need a quick, rapid march. Military marches are most excellent, emphasizing, as they do, law and order and instinctive obedience.

SKIPS_ The skip is one of the favorite rhythms of children. It is a hippity-hop movement, with the feet alternately leaving the floor. With very young children it is advisable to use a

simple skip (such as the First Skip) and to use it as a preparatory exercise. In this the child remains in one spot and in time to the music swings the leg forward and back, touching the toe to the floor on each count. Begin playing very slowly and gradually increase the speed until finally the child can carry on the entire activity. Skips should be played with a light touch and not too rapidly.

FLYING BIRDS_ This is a moderate running forward movement of the body with outstretched arms, which move slightly up and down imitating the flying motion of birds. The flight of a bird is direct and the motion of the wings shorter and less sweeping than that of the butterfly.

BUTTERFLIES_ This is a running movement which is more rapid than that of flying birds. The arms move rhythmically up and down in long sweeps, between a point where the hands come together above the head,and the natural position at the sides of the body. Either the finger tips or the backs of the hands may meet above the head.

SKATING_ This is an alternate sliding of the feet, without either foot leaving the floor, imitating skating as closely as possible. The body sways slightly from right to left in time to the music.

ROWING_ In this play two children are seated on the floor, tailor fashion, facing one another as if in a boat. They take hold of hands and sway their bodies from the hips, forward and back. This may also be played by one child in a row-boat alone, simply making a rowing movement of oars in a row-boat.

SEE-SAW_ In this play the children are arranged in groups of three. The middle child stands with outstretched arms representing the board. The other two children, standing one on each side, take hold of the board with both of their hands. The children on the board rise and sink alternately in time to the music. This develops waist muscles and back muscles of the child in the centre, and develops balance of body, leg and hip muscles of the children on the sides.

SWINGING_ In this exercise the children stand with arms reaching up, as if standing in a swing holding the rope. One foot is in advance of the other. Body sways forward and back in time to the music, which is played slowly. If the arms are held high enough, the whole body will take the correct position.

PLAYING TAG_ The children form a circle. One child runs across the circle and touches some other child. The first child takes the place in the circle and the second child runs to touch a third child. The game does not hold attention for any great length of time.

WIND-MILL_ Two children stand back to back with their arms extended obliquely to represent the fans of the mill. Their bodies are held erect. The movement of the arms is from the shoulder. The children begin with their right arms up. On either side of the mill the fans move alternately up and down in time to the music.

MOWING_ This is a rhythmical movement of the entire body. One foot advances and the body swings forward, throwing its weight on the forward foot. The arms sweep in a semi-circle from the shoulders, from right to left as if swinging a scythe.

ELEPHANTS_ In this play the body is dropped forward from the hips in imitation of the attitude of an elephant. One arm hangs heavy suggesting the trunk, the other arm is placed across the back out of the way. The child moves forward swaying from side to side, as nearly as possible like an elephant. The arm which hangs free, swings in imitation of the trunk, and is now and then brought to the lips as if feeding. In playing this, alternate the arms used for the trunk. This exercise is excellent for relaxation of the muscles.

FIRE ENGINE_ This movement is the same as Galloping Horses(see Arnold's Collection of Rhythms) One foot leads and the body is carried forward by a jumping movement. The feet leave the floor together but the rear foot touches the floor a fraction of a beat before the forward foot. This movement is in imitation of a galloping horse and is known to most children. Other directions will be found inserted in the music.

Dances

SIDE-SKIP or SIDEWAYS DANCE_ The children stand two and two facing each other and take hold of hands. In time to the music, they take four sliding side steps to the right and then turn half-way round. This is followed by four sliding steps and the half turn again. Continue in like manner as long as the music is played and close with a bow to partners. This develops grace and poise in carriage. It also develops courtesy as children must be careful to avoid bumping into other dancers.

HEEL AND TOE_ In this dance the left-foot touches heel to floor front, then toe to floor back, three short polka steps forward. The right foot then touches heel front, toe back and the three polka steps forward. Repeat. This develops muscular control, concentration and balance, as well as a keener sense of rhythm. The dance may be varied by using hops and slides in place of heel and toe. For example, two hops followed by the polka steps; or two sliding steps and the polka steps.

FAIRY DANCE_ This is a moderate waltz and children may dance separately or with partners. It may be used all through the year. In Autumn for Falling Leaves, or Birds Migrating. In Winter for the Dance of the Snow Flakes, Christmas Fairies, or Little New Year. In Spring for the Dance of the Sun-Beams, Buzzing-Bees or Returning Birds.

GNOMES_ Gnomes represent the wee, wee underground men. A stealthy crouching movement accompanies the music with any funny little pranks that children may choose to do. With the crashing chord at the close, the gnomes all scamper to a hiding place.

ELVES_ This may be used to represent the historic Christmas chimney elves at play. The movement is on tip toe. Various tricks suggested by the children may be performed.

Toy Games.

ROLLING THE HOOP_ This is a forward running movement known to most children, but in this

game the motion of the arm suggests the hoop. First the right arm, and then the left, swings in circles, with the down motion on the first and fourth beats.

THE HOBBY HORSE_ In this game the children stand erect, with hands on hips, the back and knees held straight. The weight of the body is on the ball of the right foot. The left leg swings from the hip backwards. As this foot returns to the floor, the weight of the body is transferred to it and the right foot swings forward. On the return of the right foot to the floor, the weight is again transferred and the left foot again swings backward. When accompanied by music this causes a slight springing movement when the weight is transferred from one foot to the other. This game develops leg and hip muscles. It is excellent for clumsy children, who do not balance themselves properly. Begin playing slowly and increase speed as control is gained. Do not always begin with the same foot.

TRUMPET AND DRUM_ The upper part of the music plays the trumpet, which some of the children imitate by holding the right hand to the lips as if holding a trumpet. The lower part of the music plays the bass drum, which the other children represent by striking the closed fist of the right hand against the open palm of the left hand.

THE DANCING DOLL_ This is a simple waltz movement, the child moving with a slight stiffness, thereby suggesting a mechanical toy.

THE TIN SOLDIER_ This demands a march step with the same stiff movement, used to represent the dancing doll.

THE ROCKING HORSE_ In this game the child stands with one foot in advance but both feet flat on the floor; trunk and head erect. The body moves forward and back, bringing into play the knee and ankle joints.

JACK-IN-THE-BOX_ In this toy game the child crouches, with the weight on the balls of the feet, as if in a box with a spring underneath. When the lid of the box is removed, the child springs clear of the floor, taking an erect position, and returns to the floor on the balls of the feet. A row of boxes may be arranged and be opened in turn.

THE TOP_ To represent this the child turns in a circle, taking small steps in time to the music.

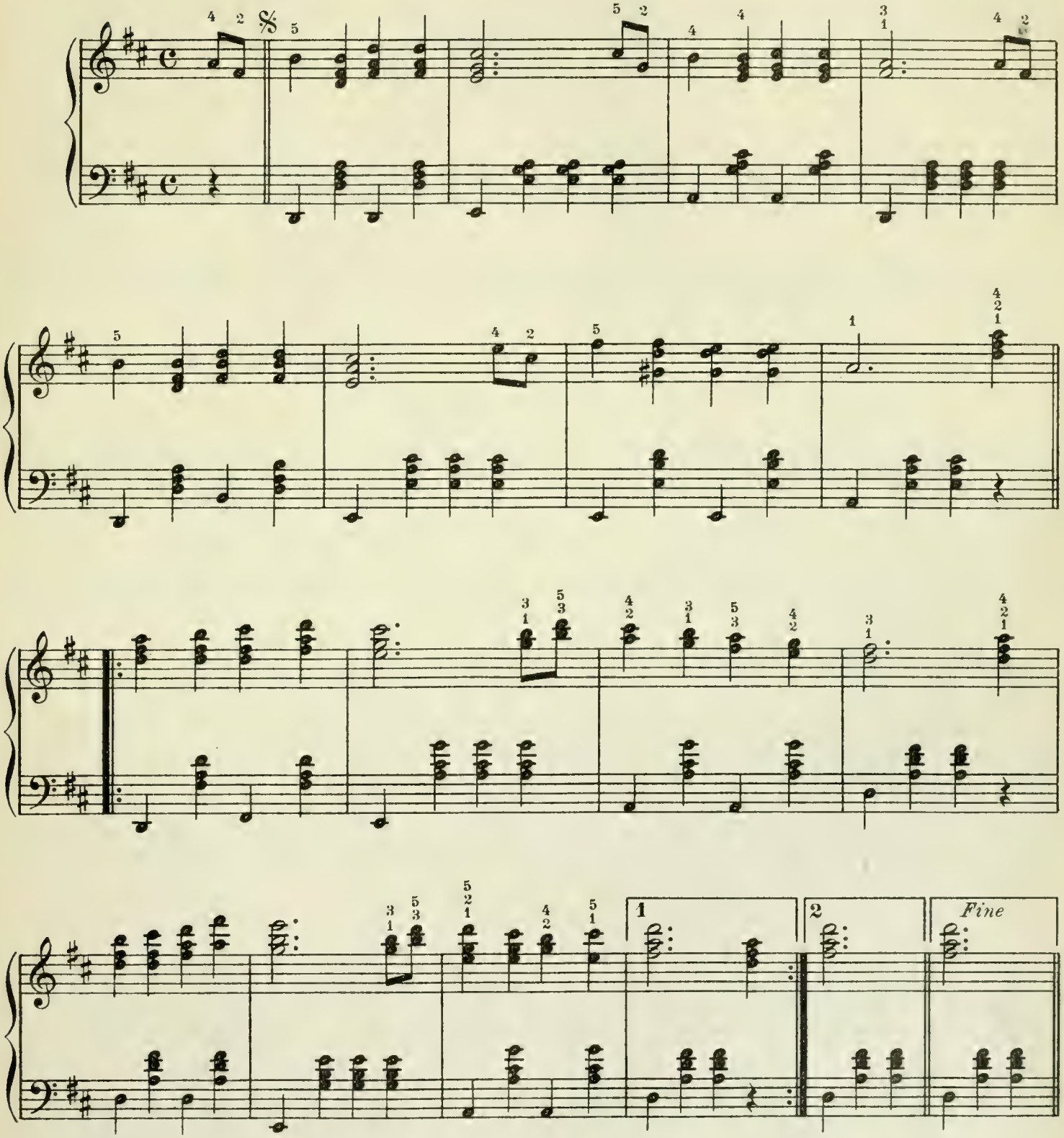
CHRISTMAS FESTIVAL_ A Christmas festival may be arranged by using the Christmas Bells by Gade as the opening number. This may be followed by the Christmas Carol_Holy Night, either sung by the children or played for them. For a march, the Christmas March by Beaumont may be used. The children may carry sprigs of holly and as they march past the Christmas Tree, lay them in front of it. For games the Trumpet and Drum, Rocking Horse, The Tin Soldier, Dancing Doll, Jack-in-the-box, and The Top or any other toys suggestive of Chistmas-tide.

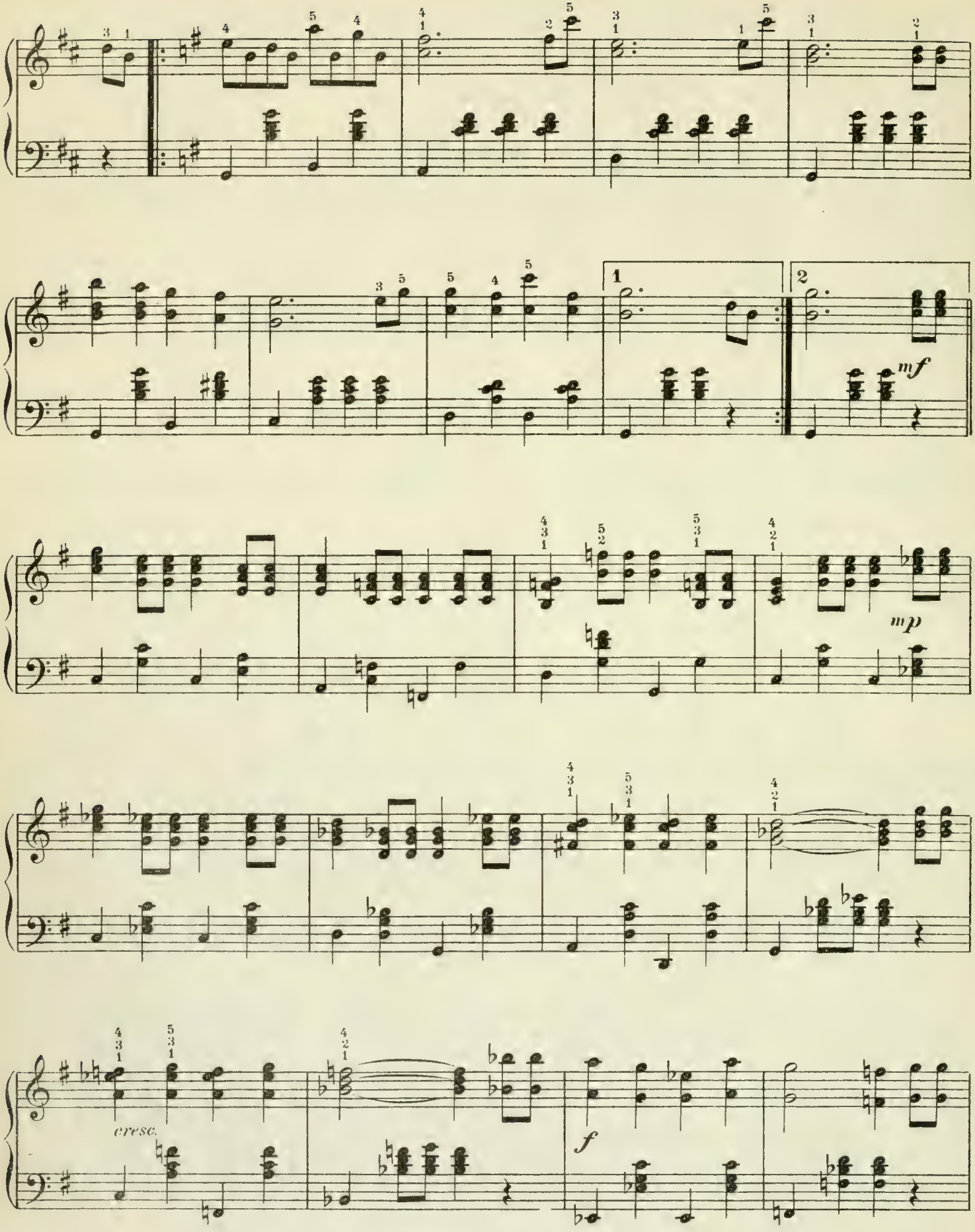
I wish to acknowledge indebtness to Miss Edith Snyder for valuable assistance.

Francis M. Arnold.

March of the Knights

Arranged by FELIX MARION

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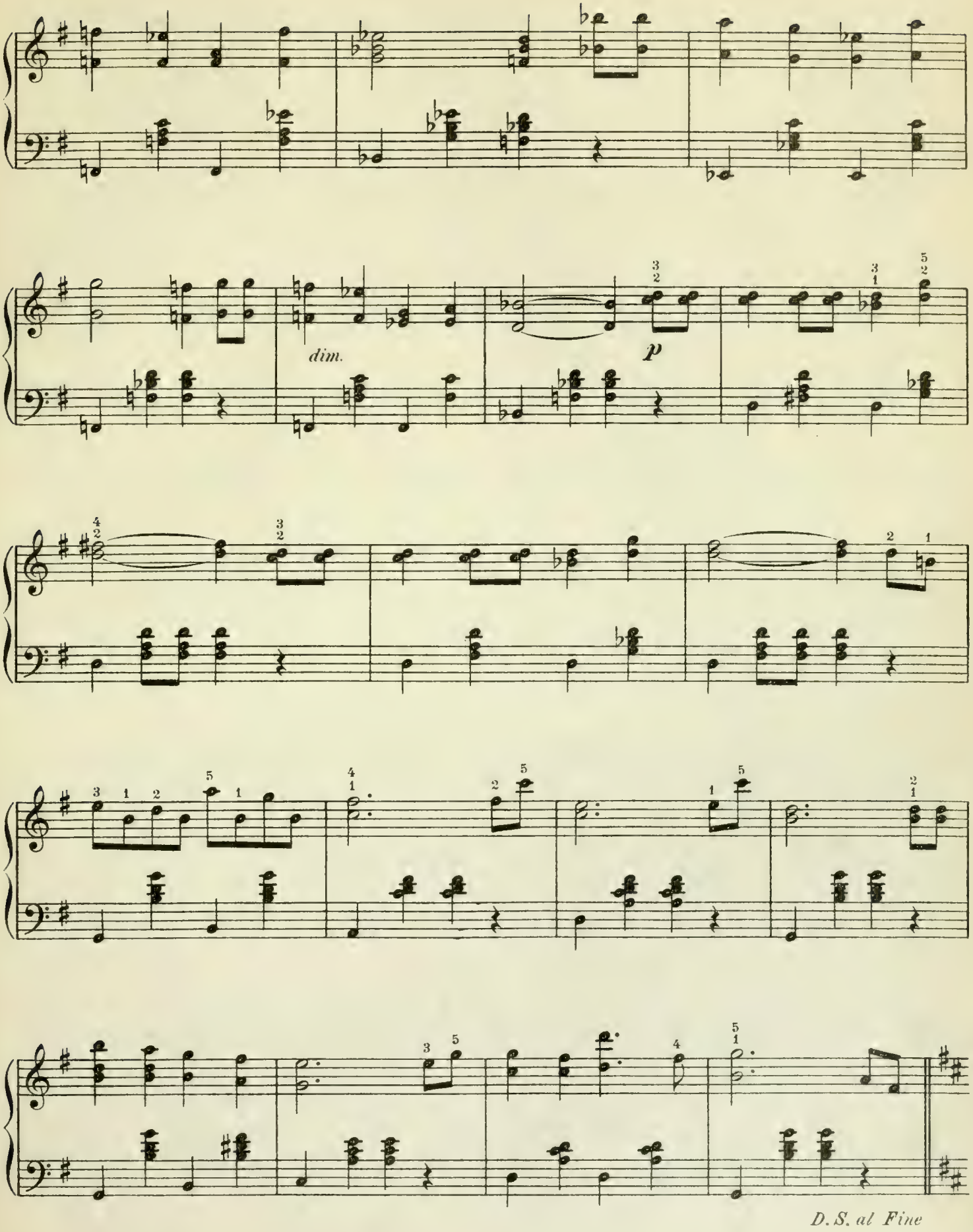
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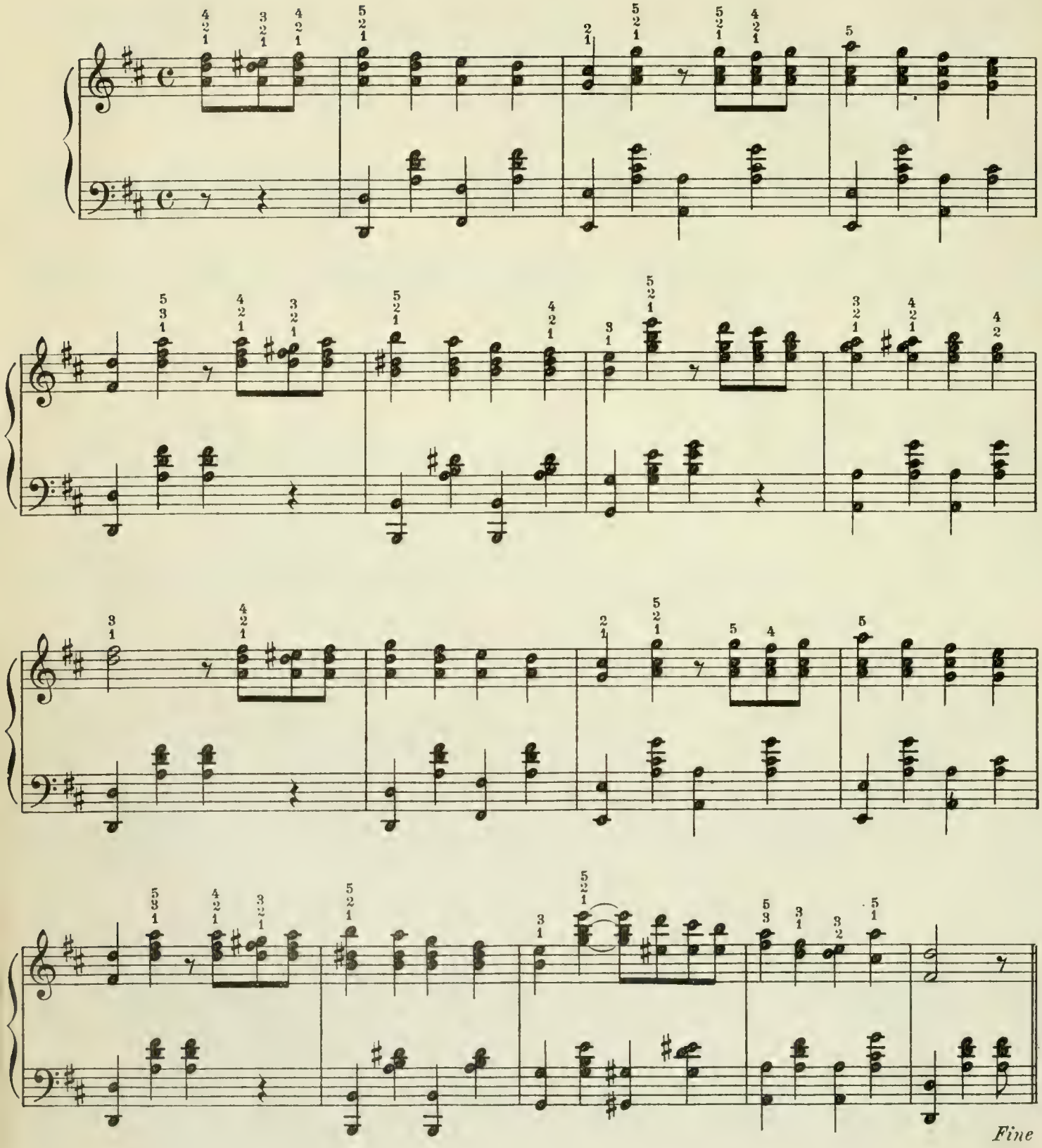
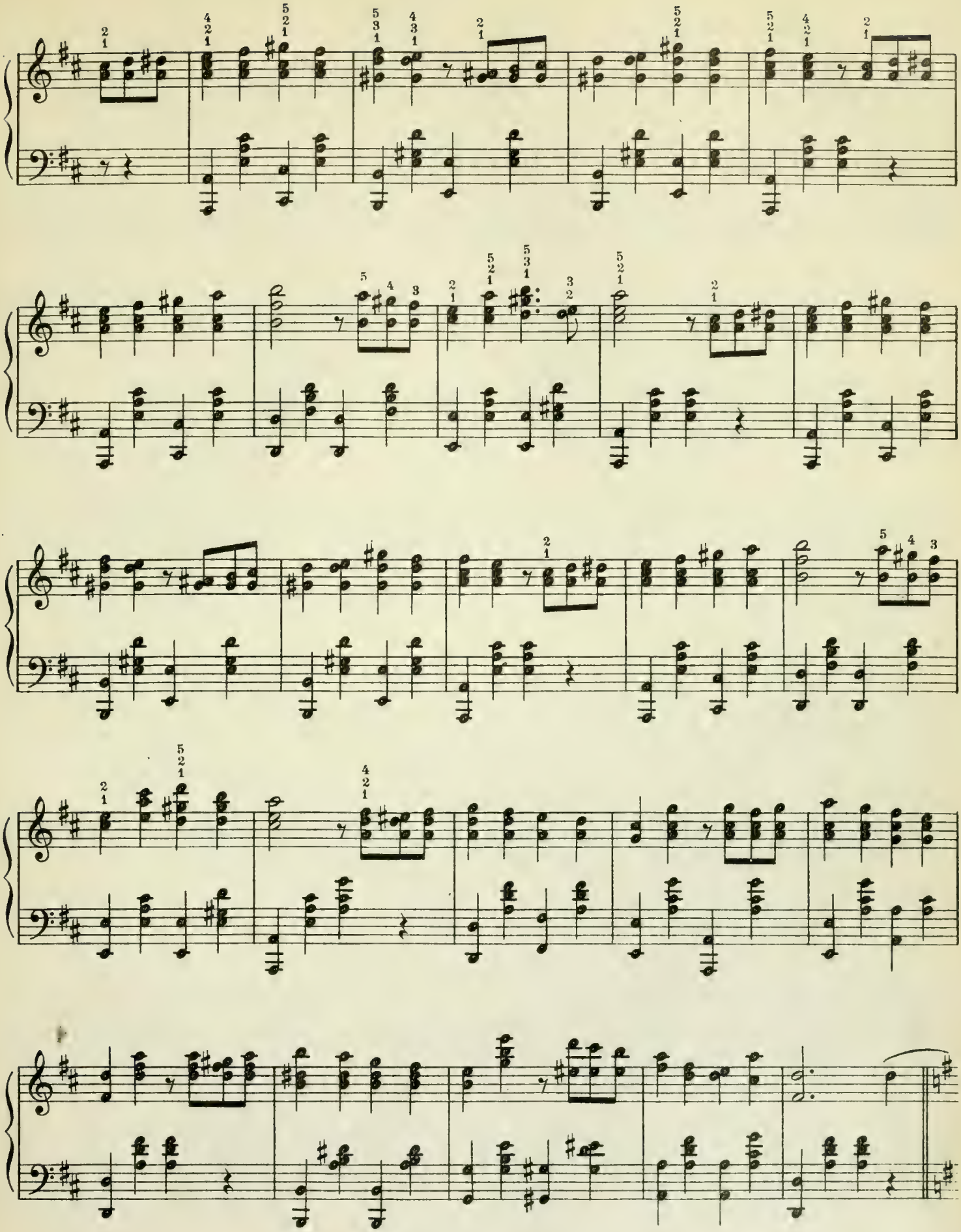
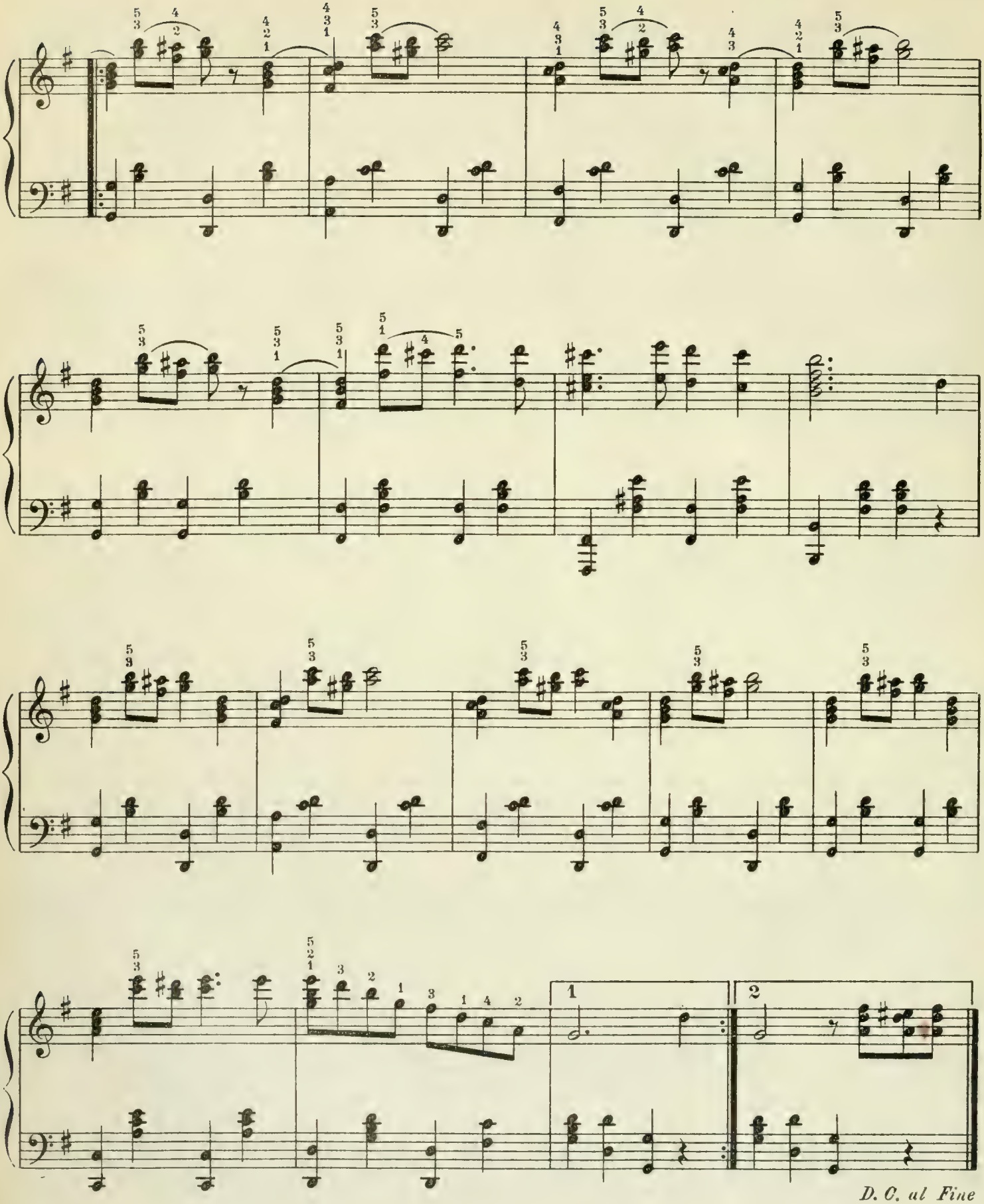
In Stately Measure

Arranged from LANGE



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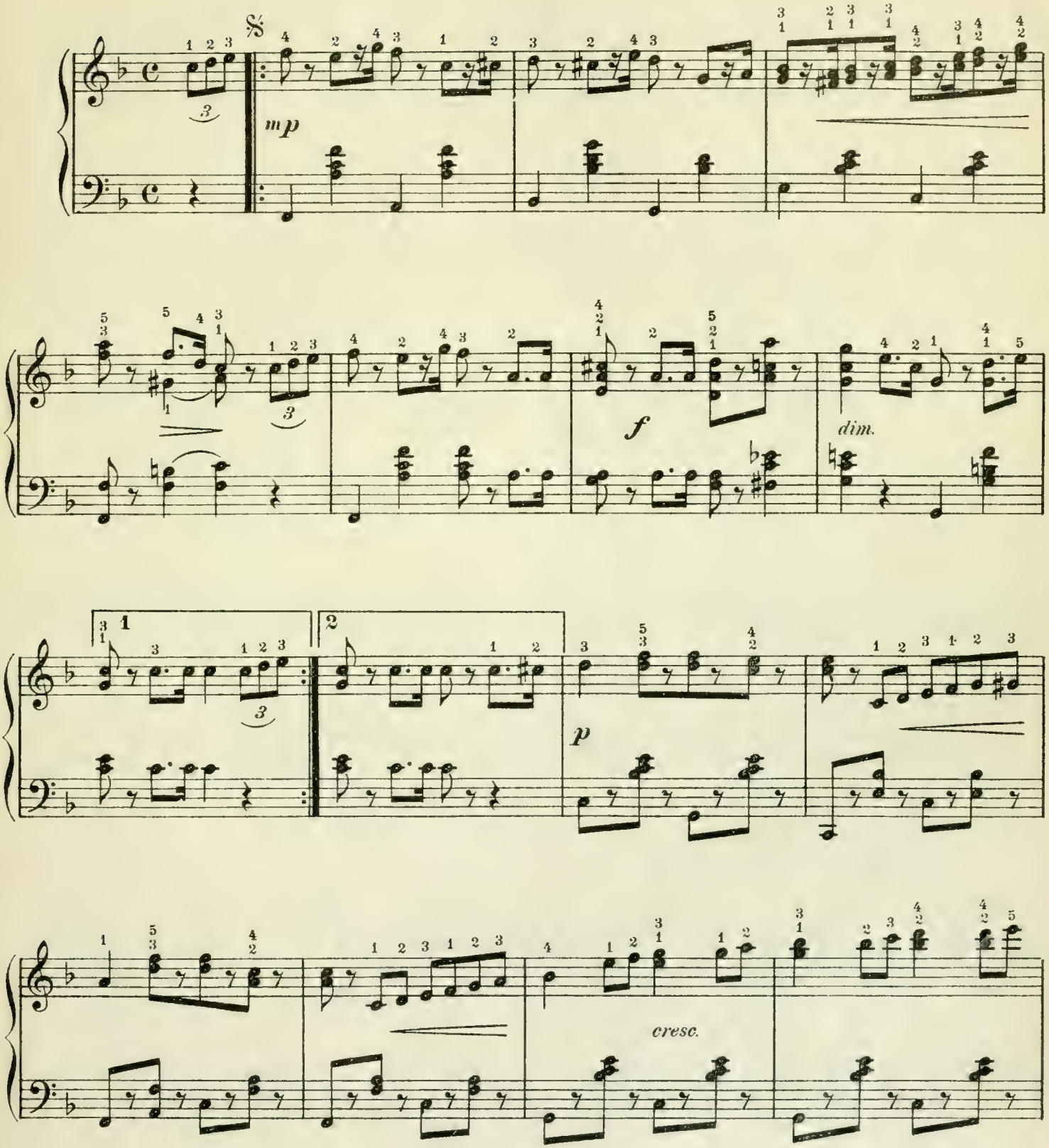
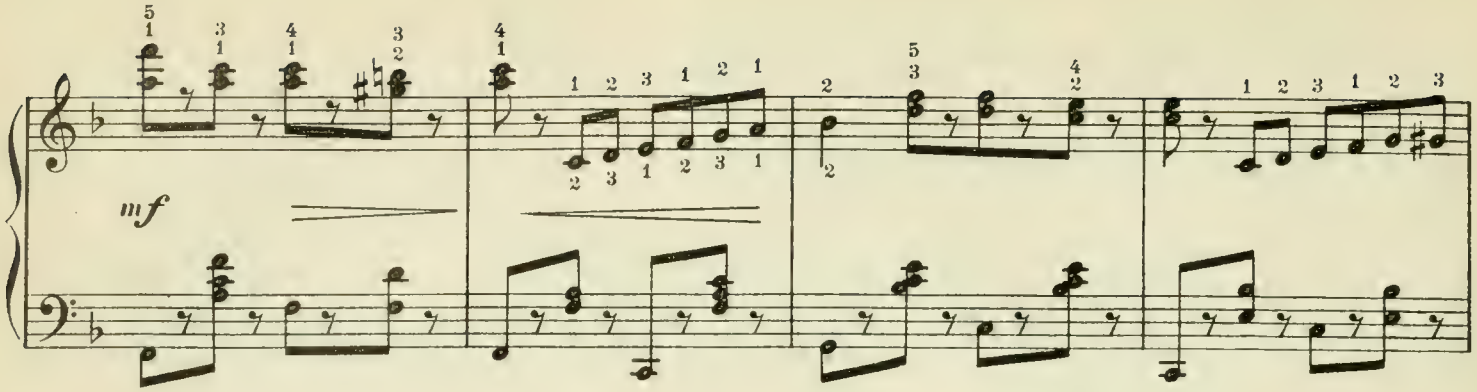
Marching Along

Arranged from Bohm
by FRANZ ADLER

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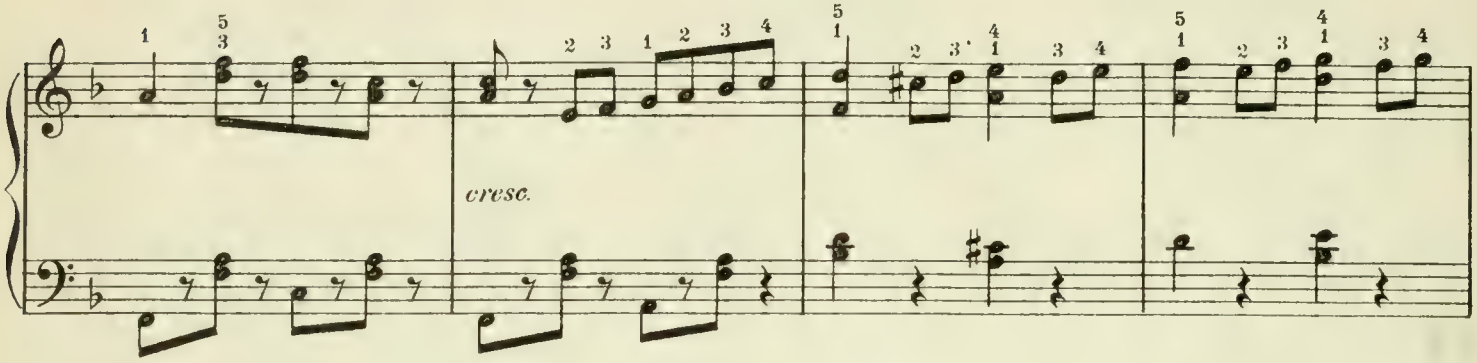
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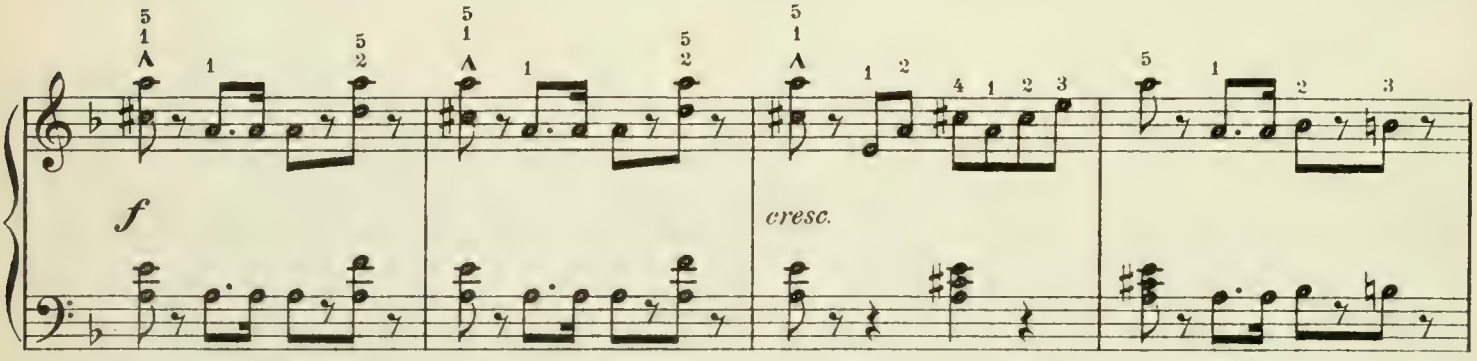
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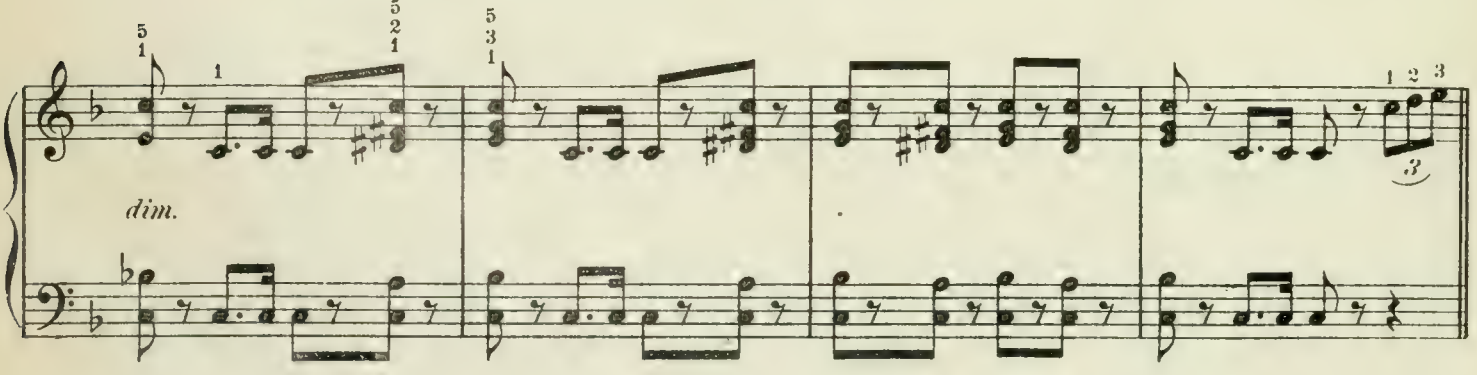
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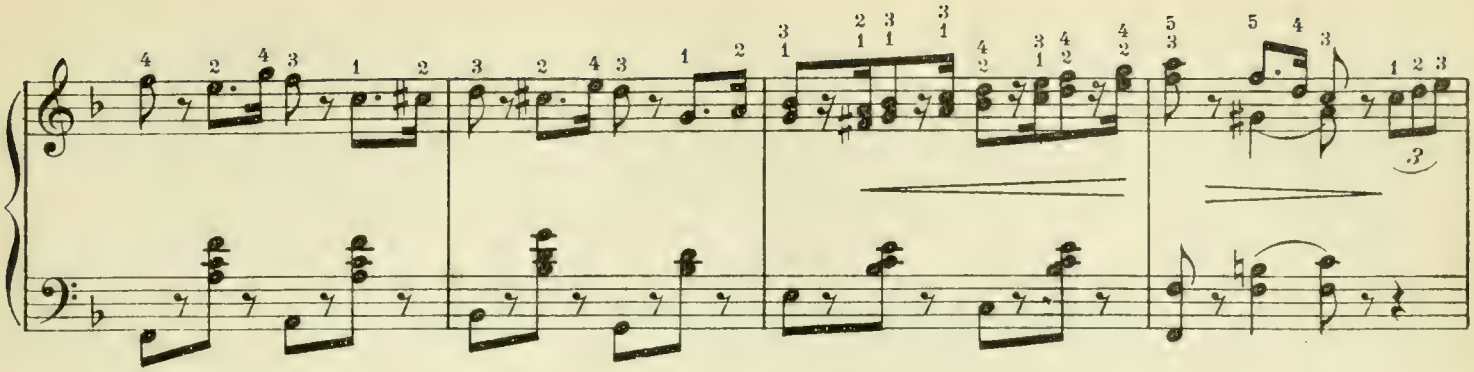

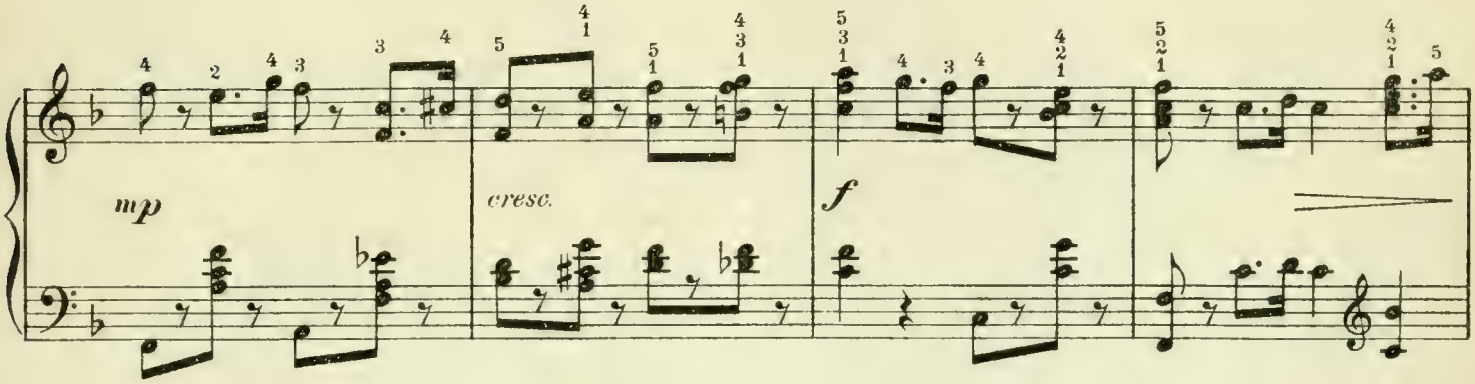
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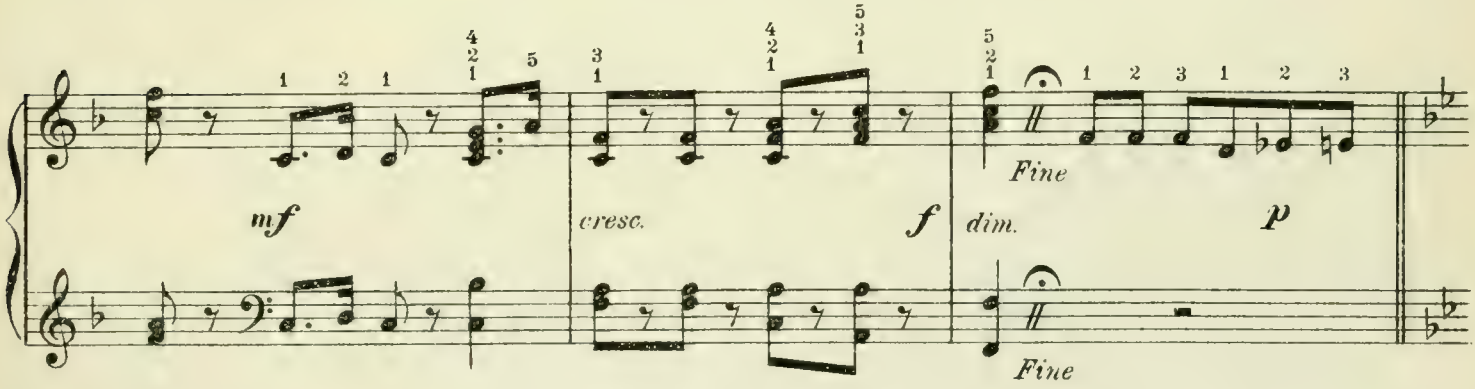
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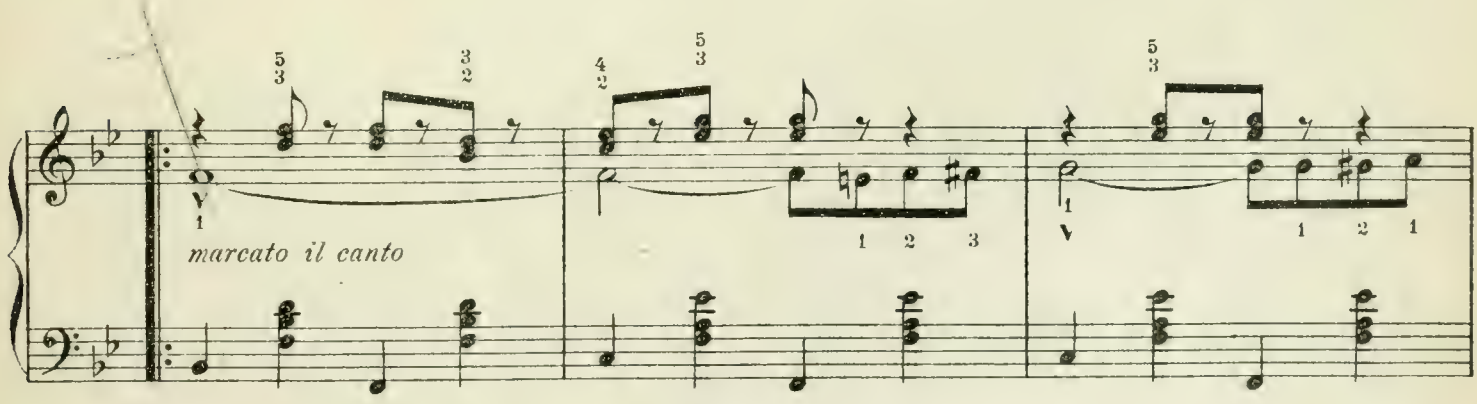
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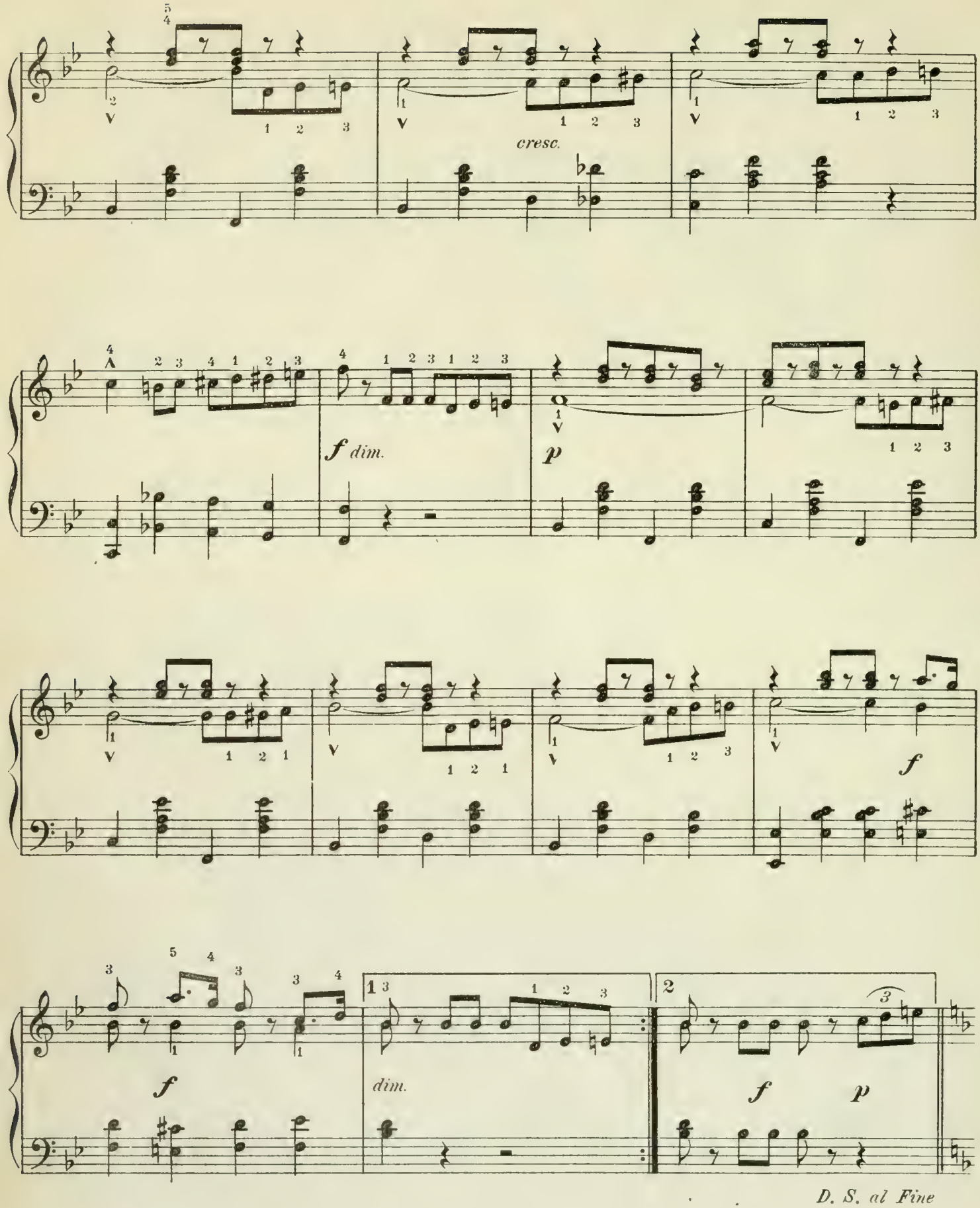
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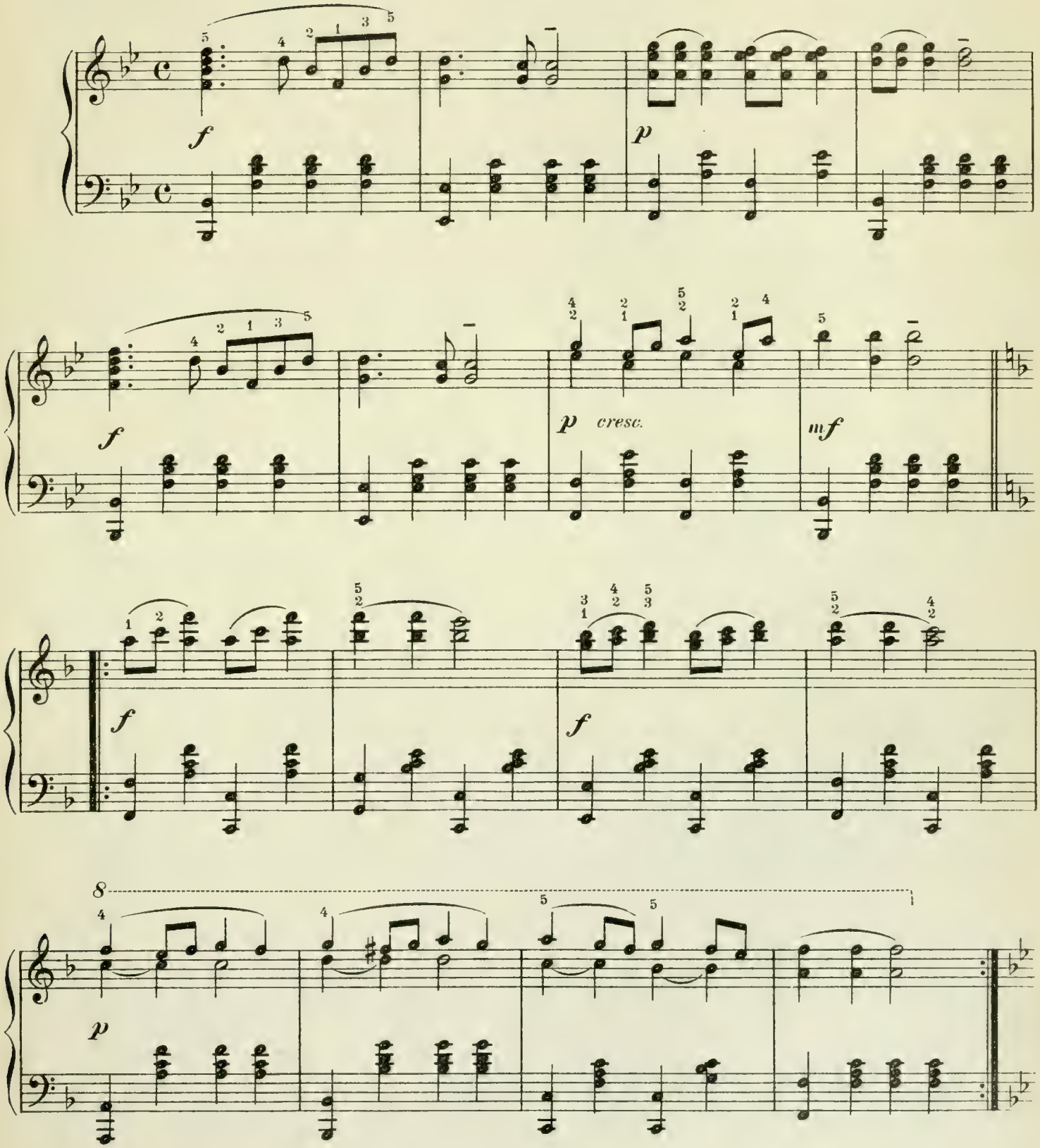
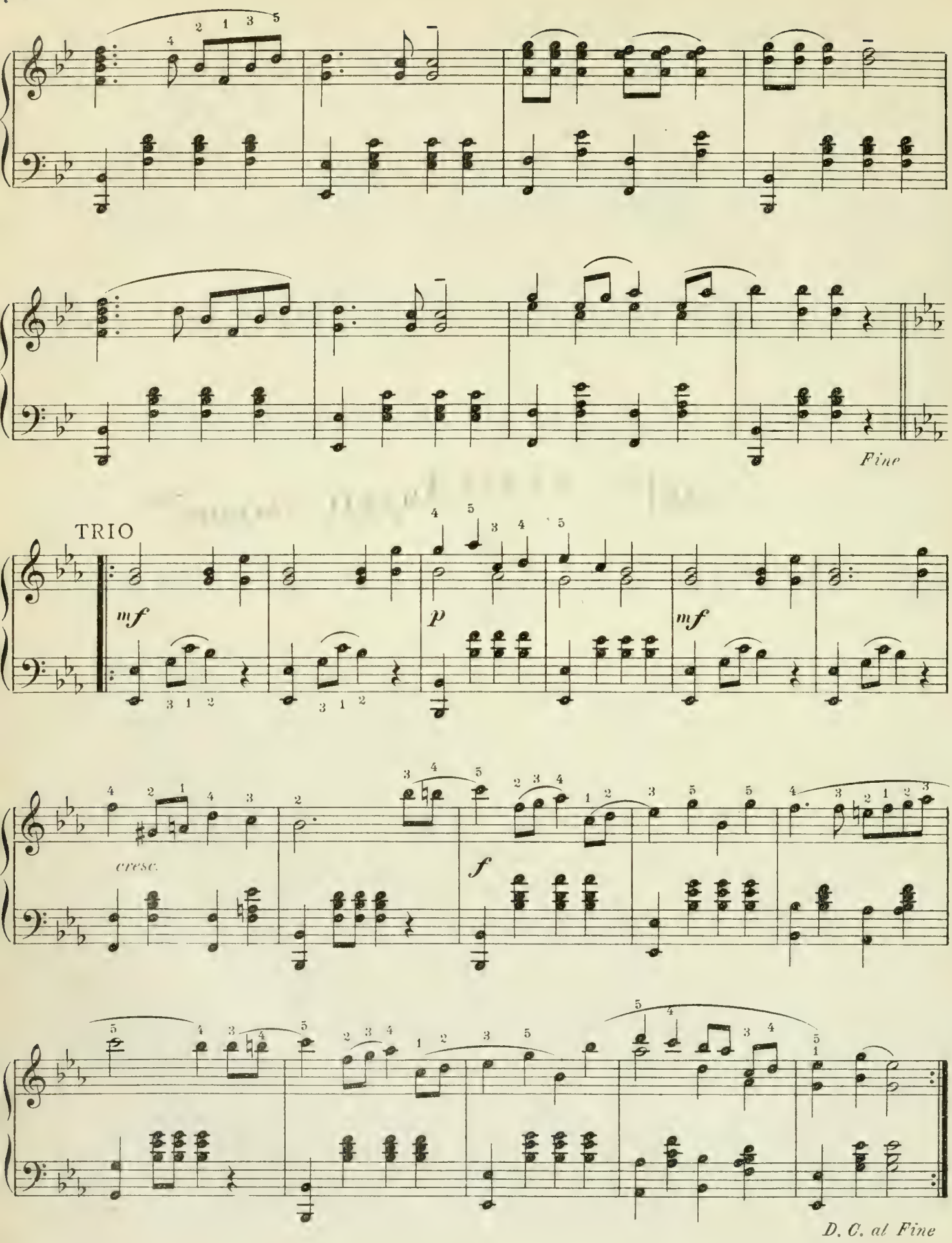
Spring is Coming

March. arranged from SIEWERT

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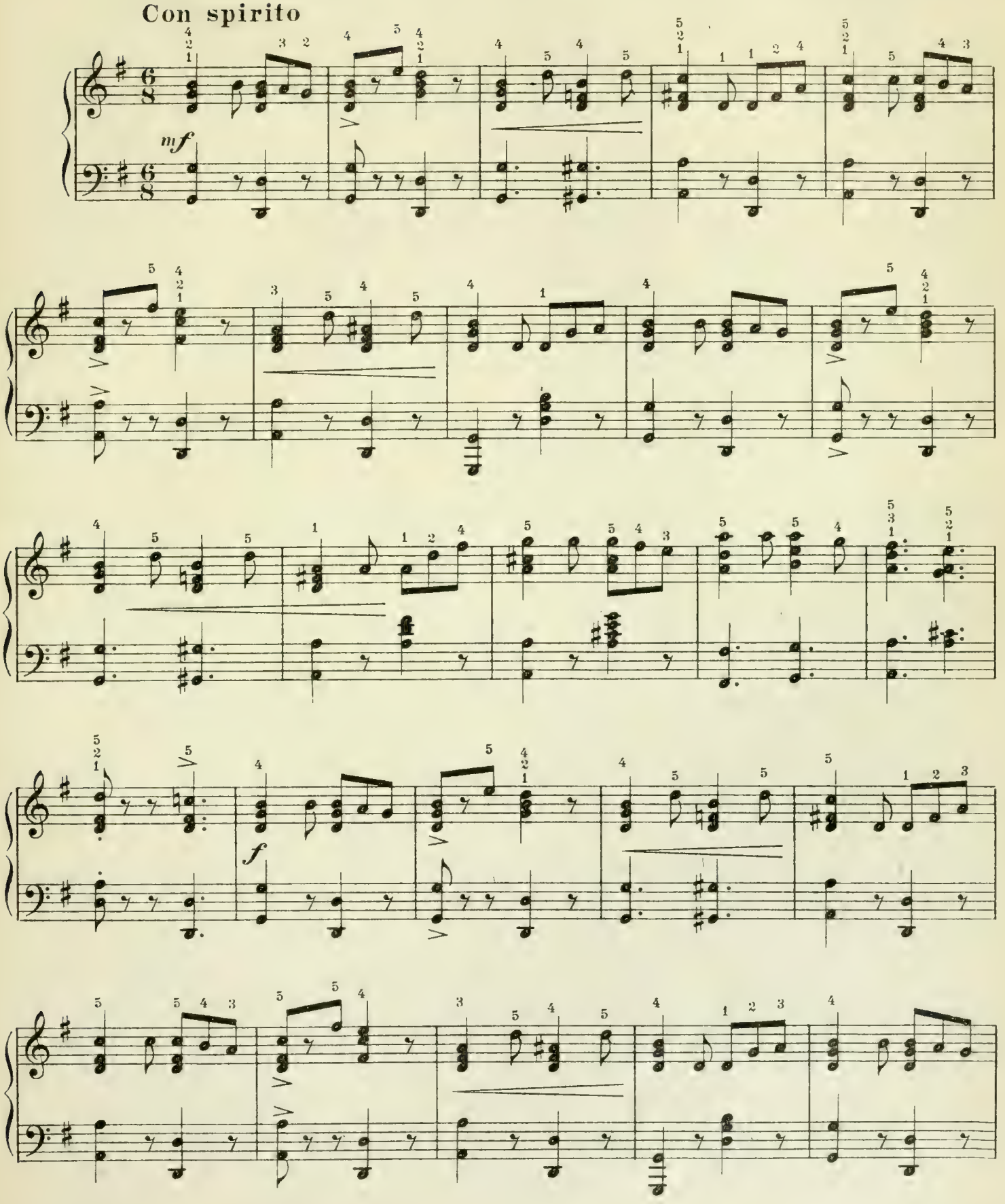
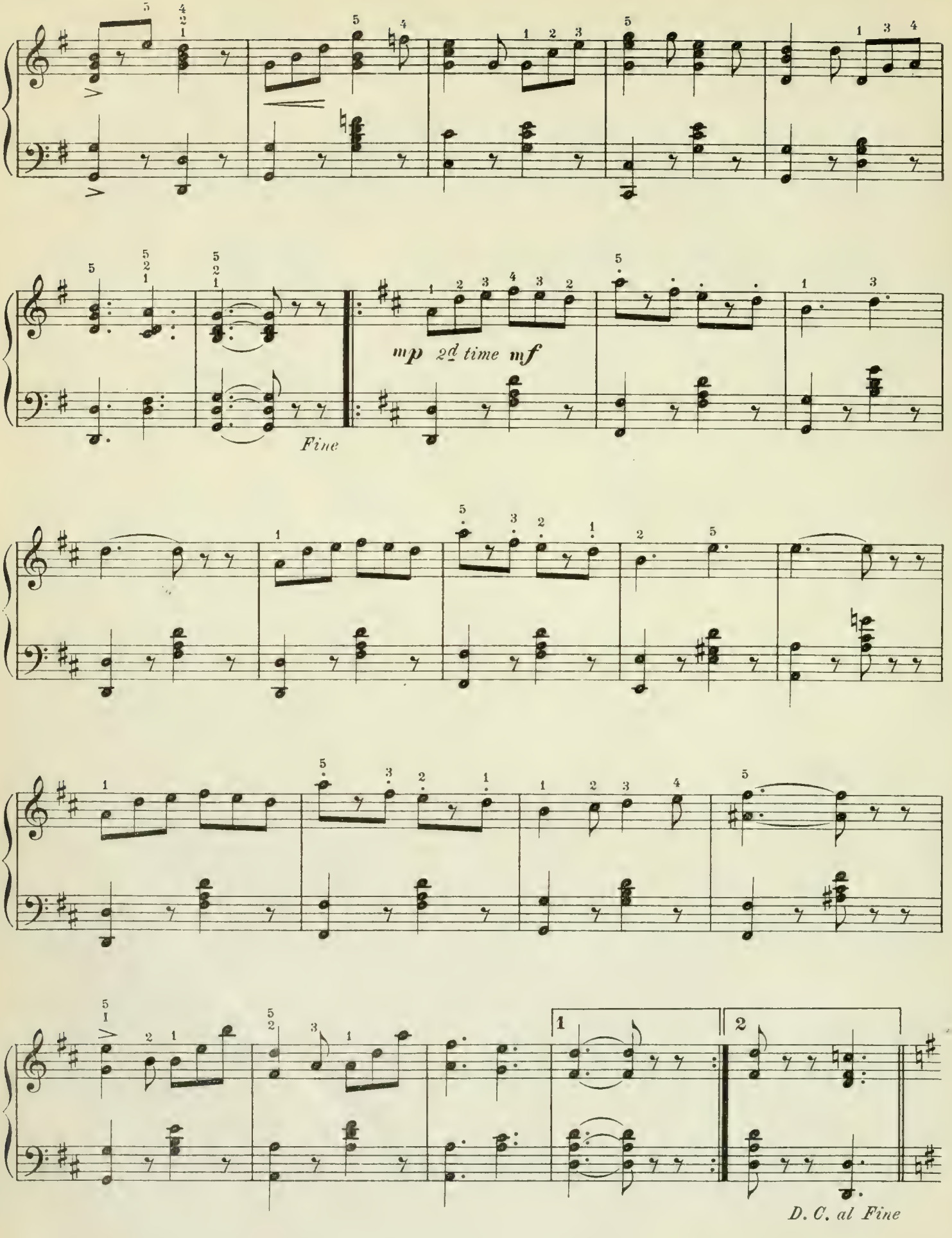
The American Lady

March

EDWARD M. READ

Con spirito

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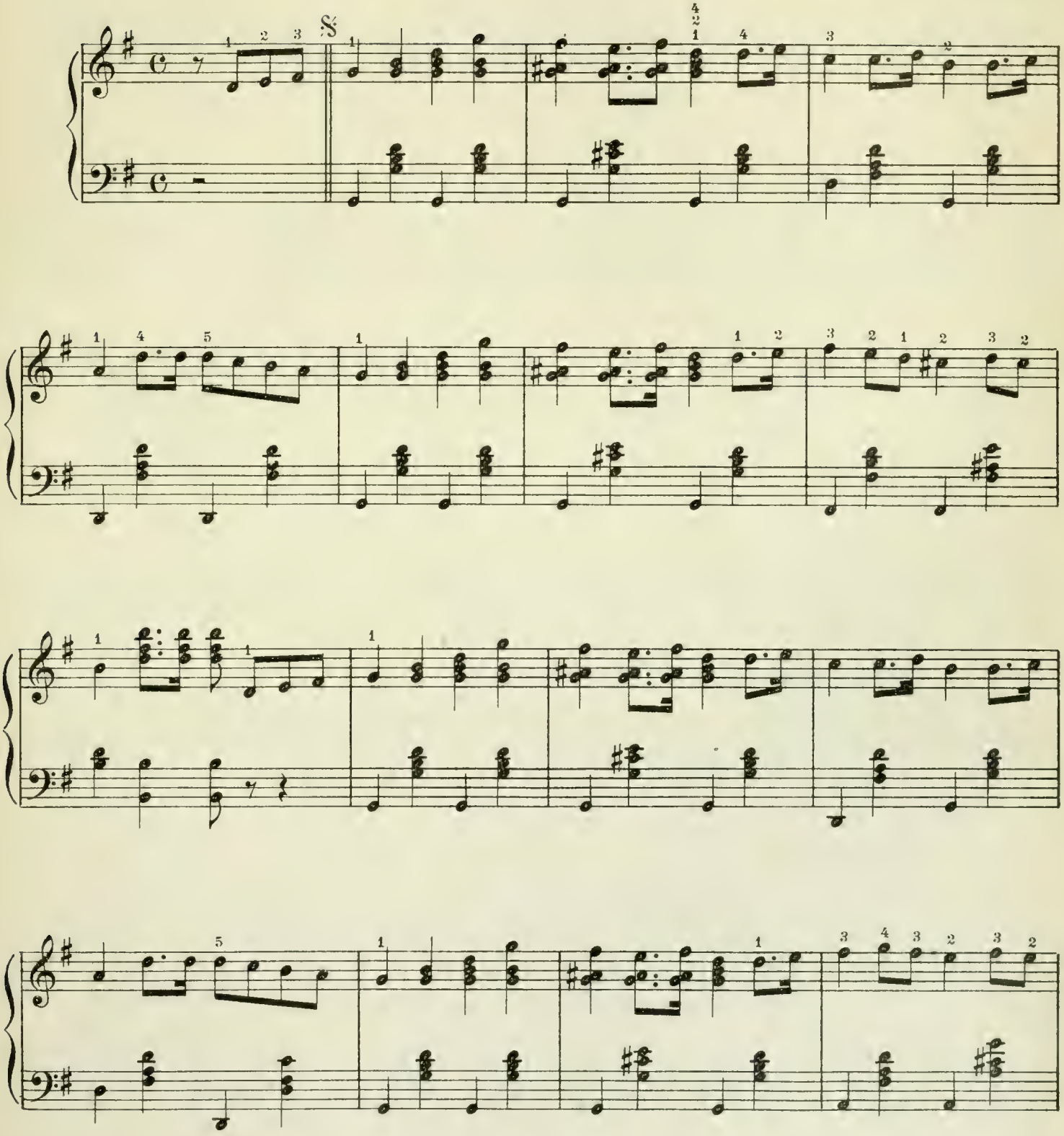
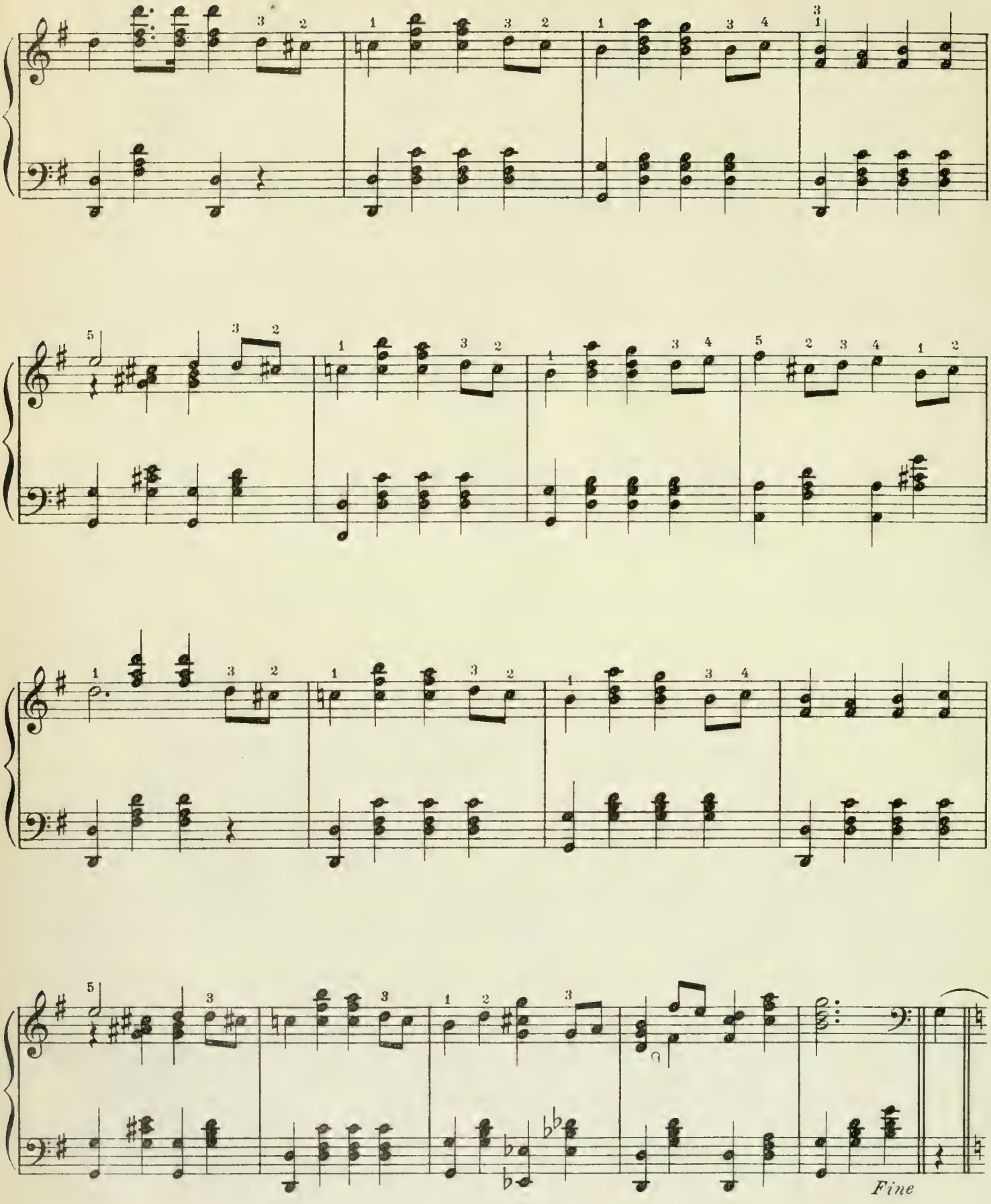
Forward March

JOHN PARKER

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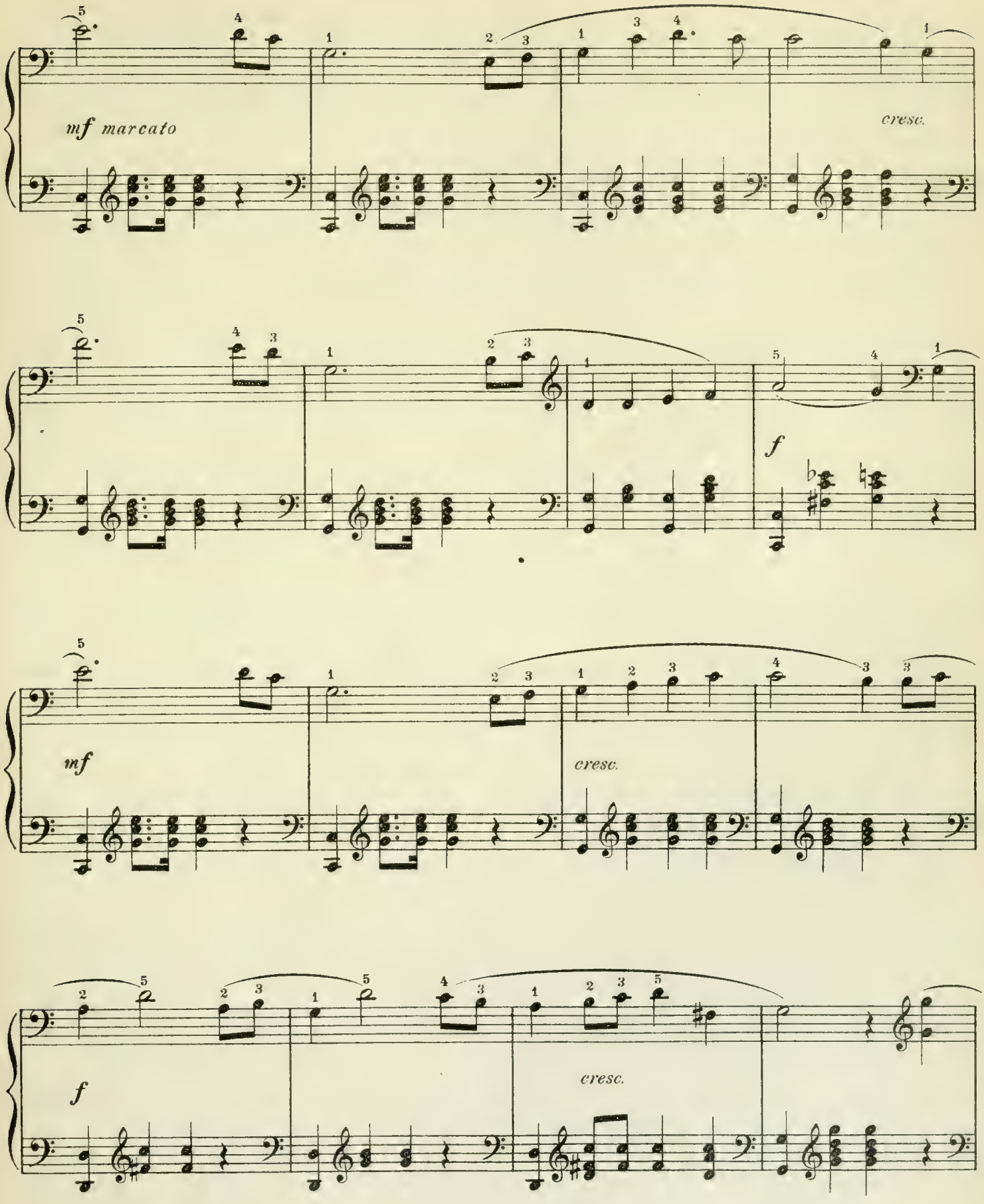
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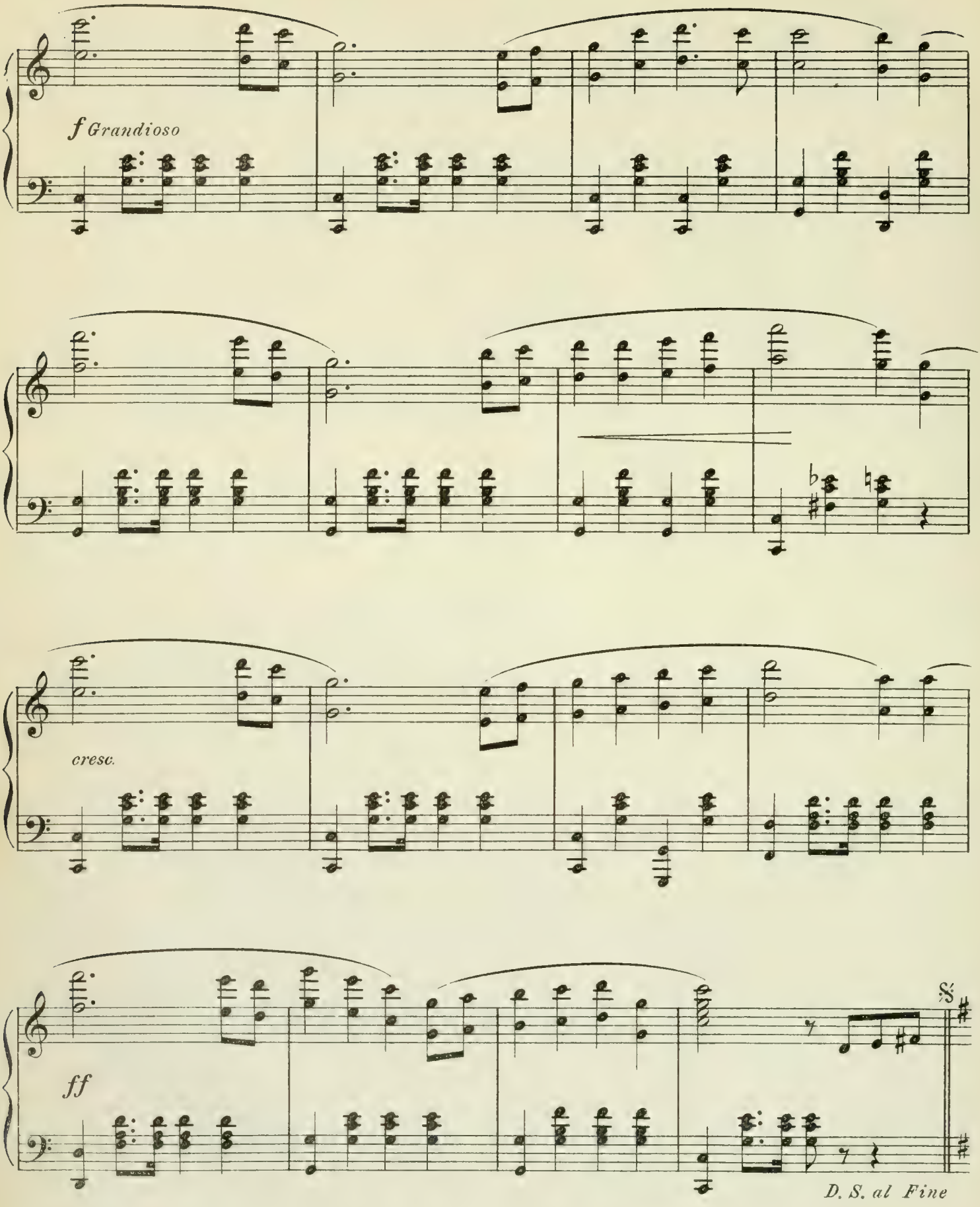
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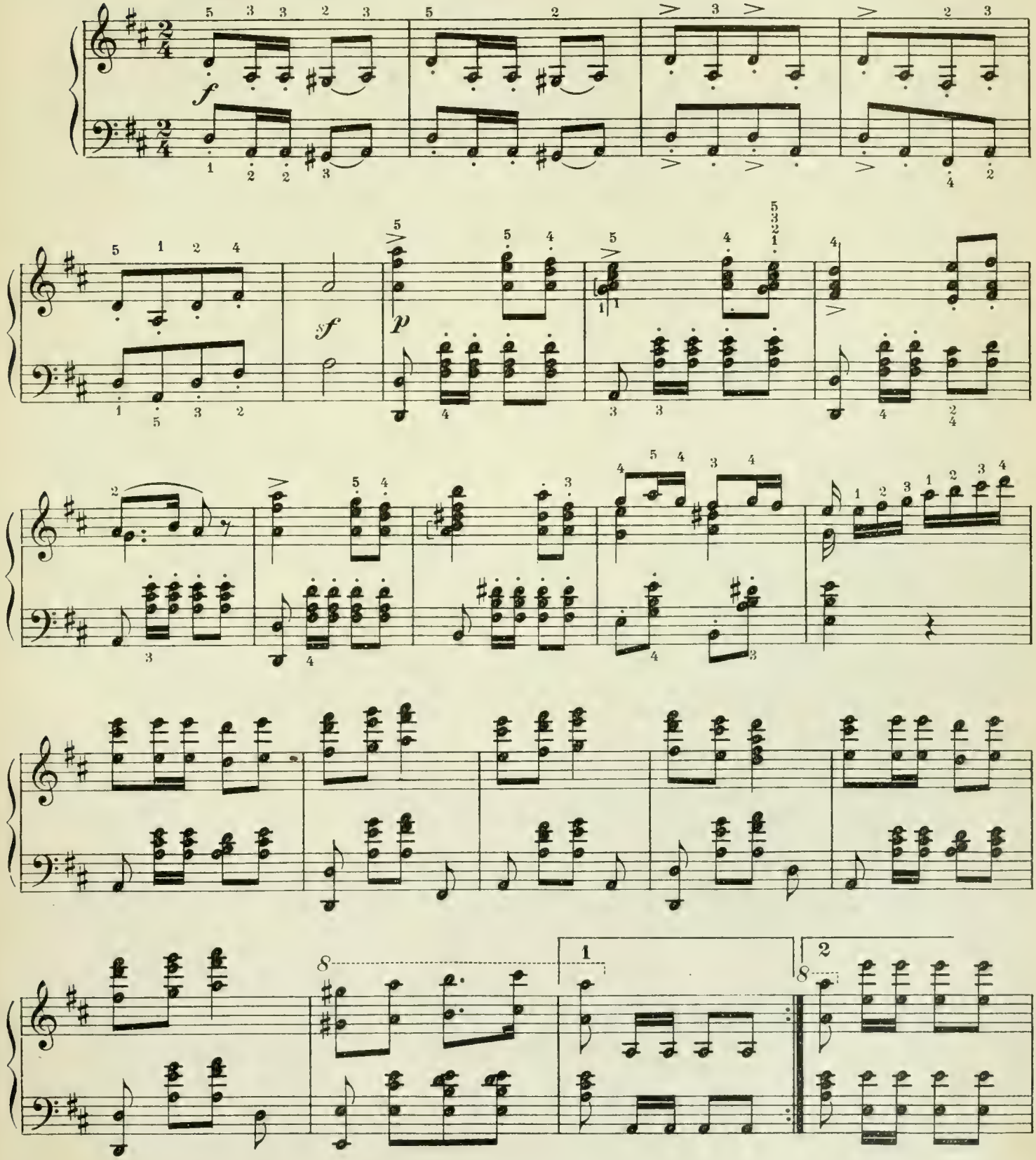
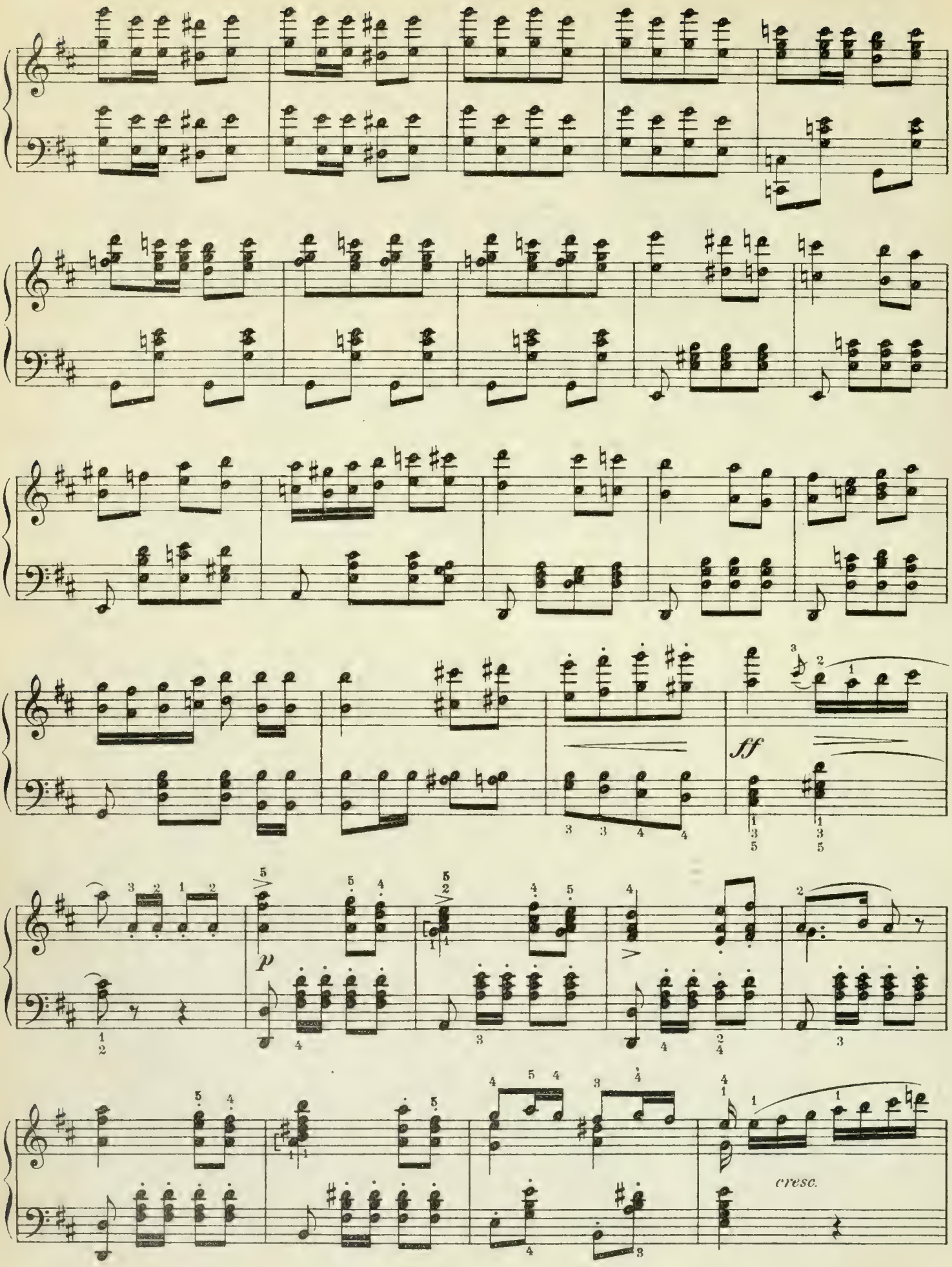
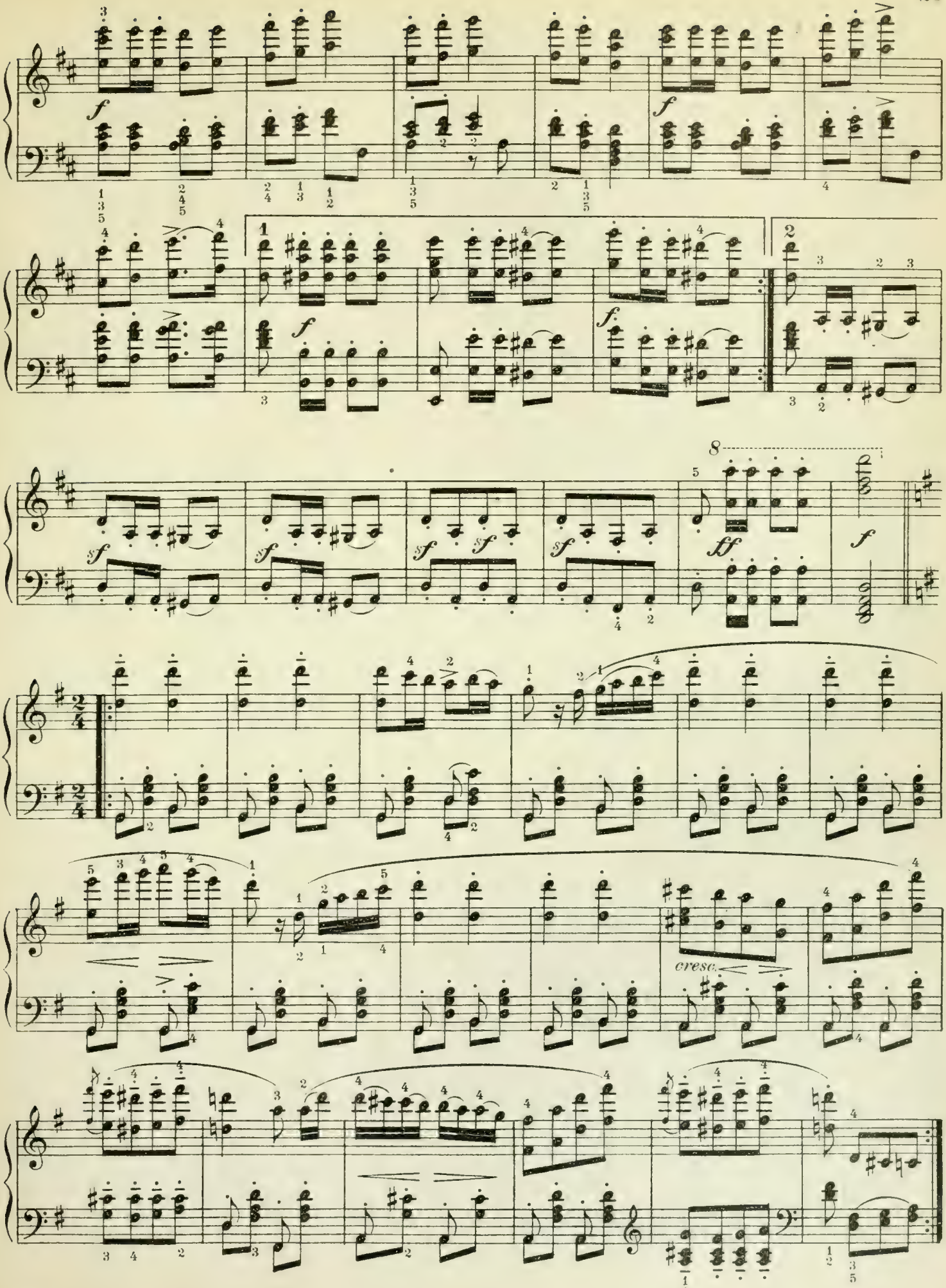
Marche Militaire

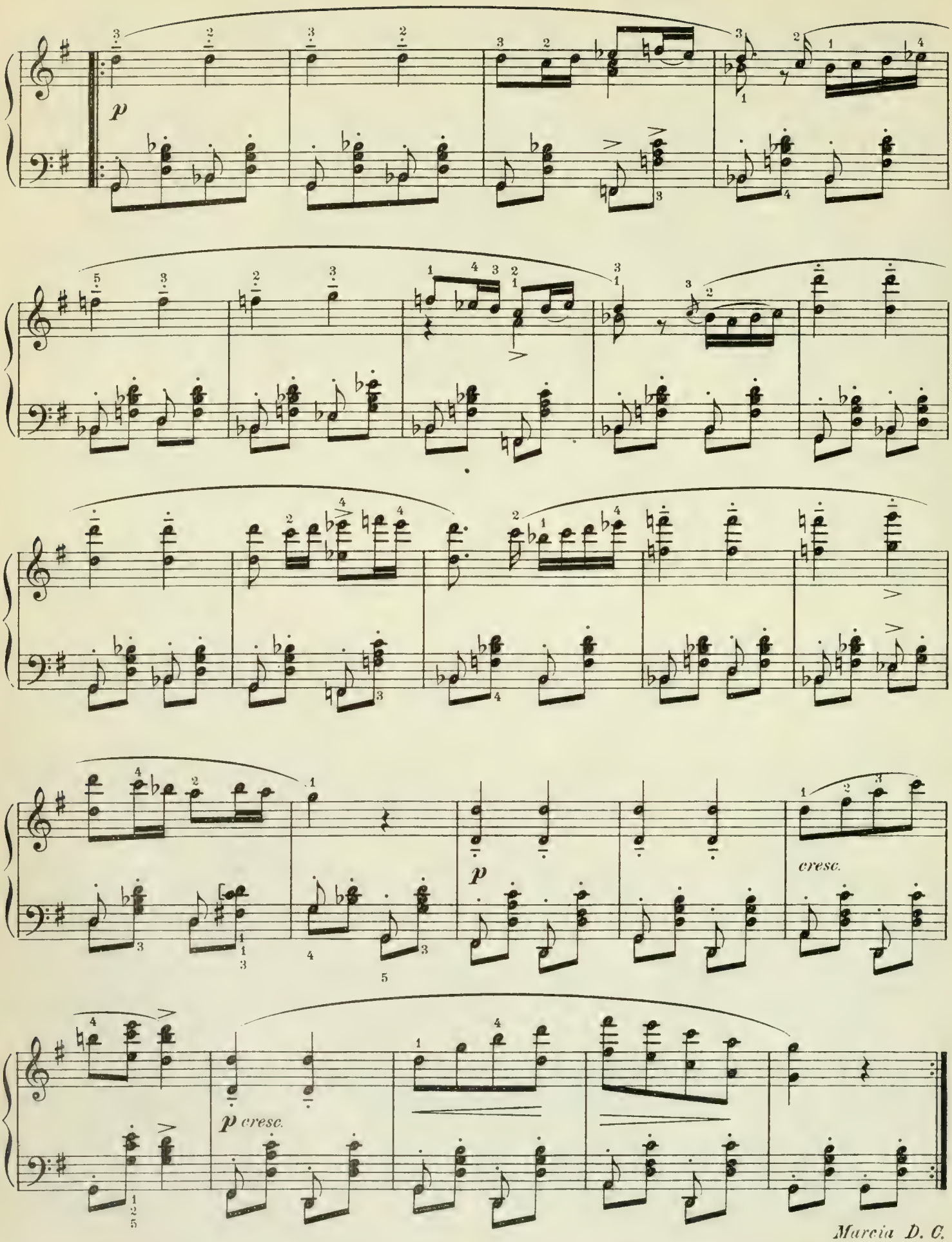
Arranged from SCHUBERT

Allegro vivace (♩= 126)




ff
p
cresc.


cresc.


p
p
cresc.
p cresc.
Marcia D. C.

Ride of the Amazons

Marche Caprice

Arranged from G. S. MAIWALD

Tempo di Marcia *mysterioso*

2d time louder

p sempre marcato

mf

f

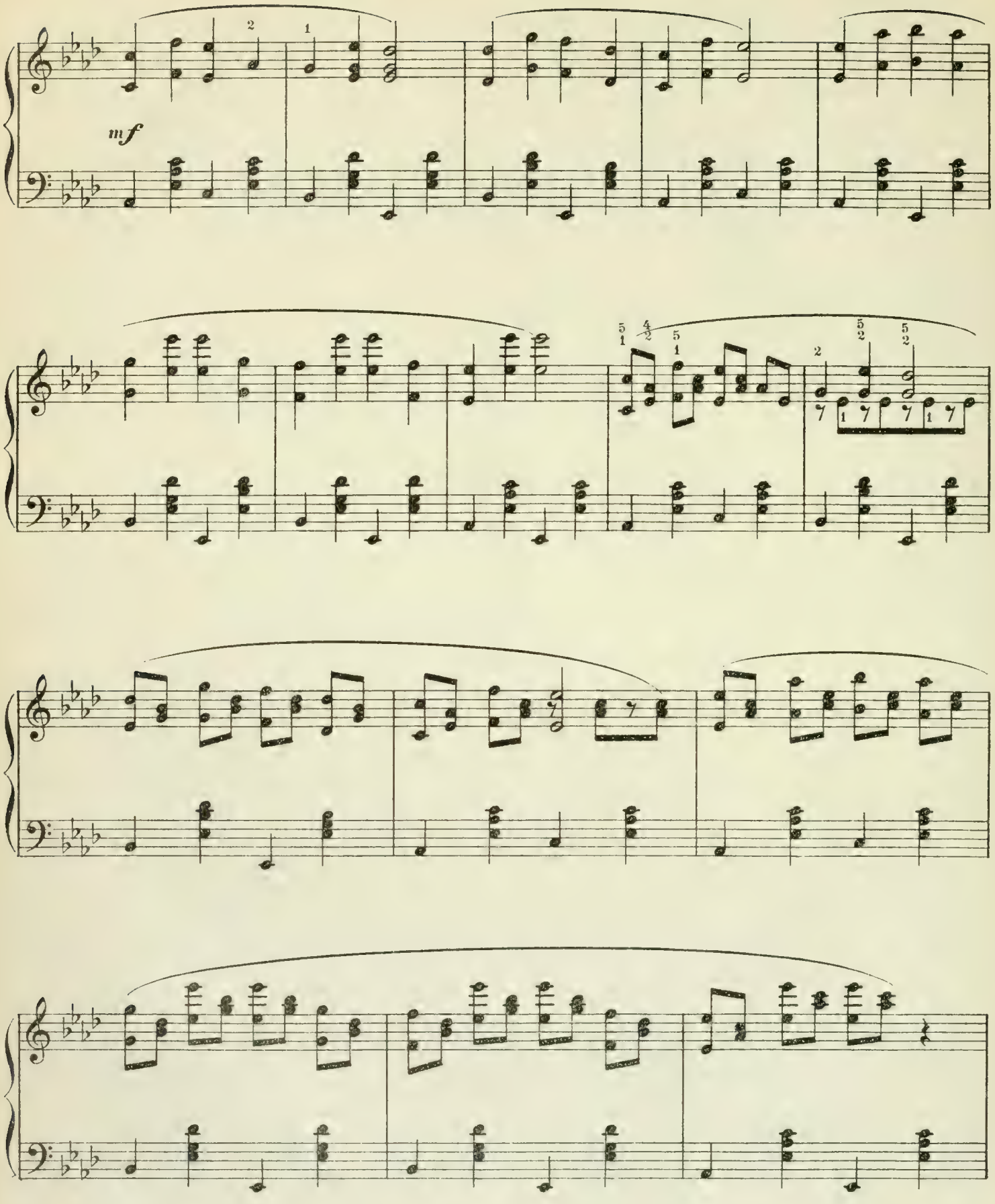
f

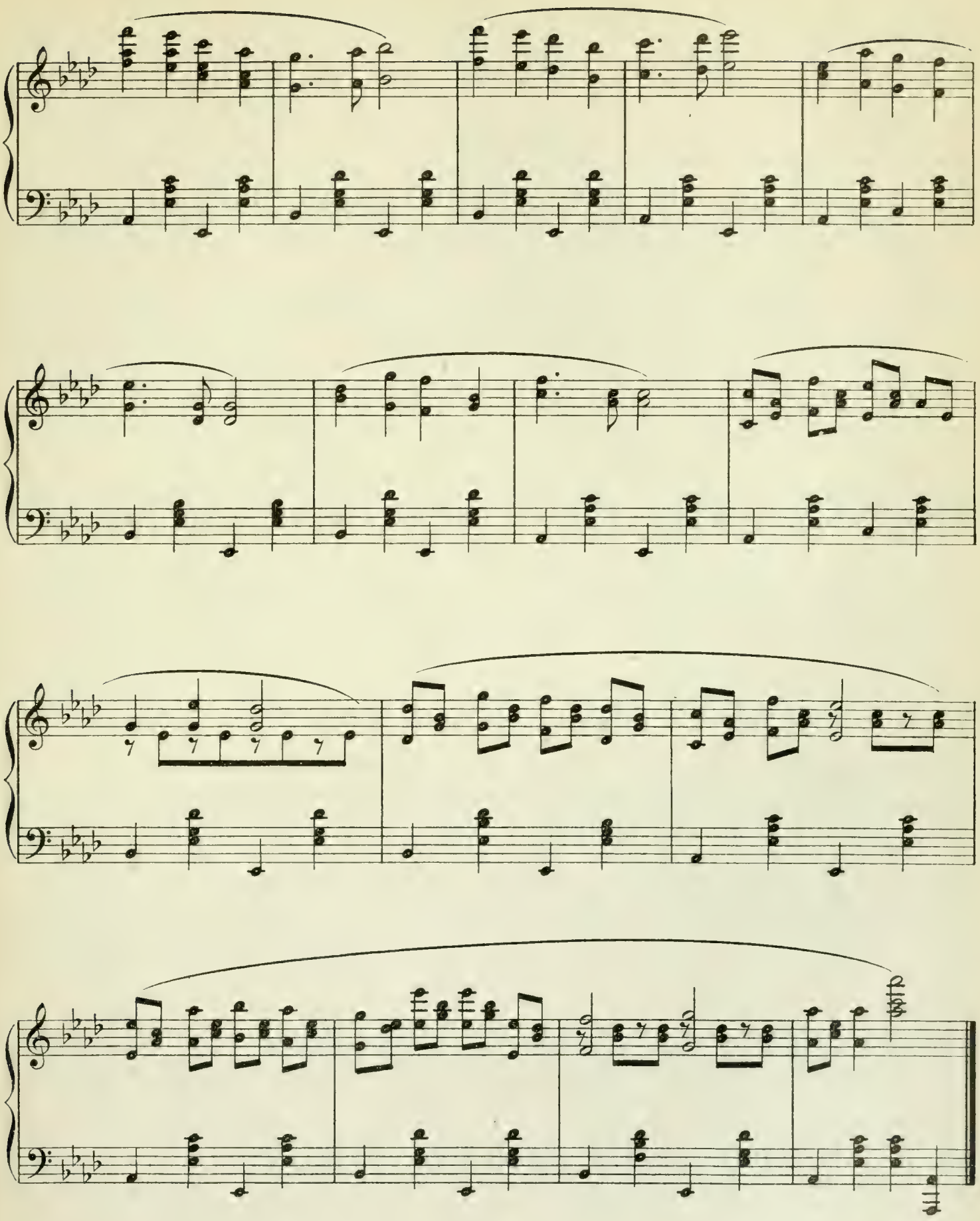
1

2

8

Fine

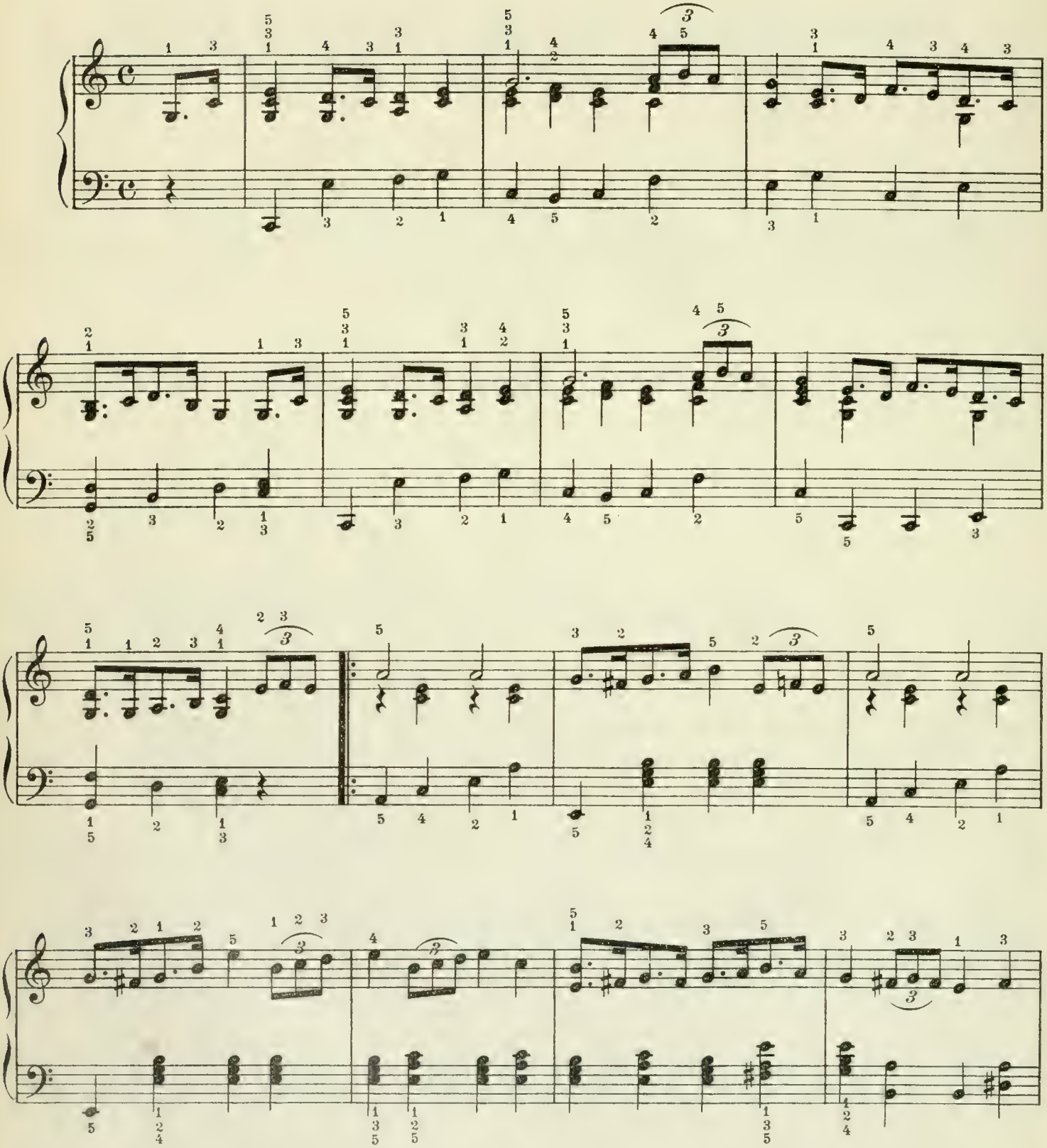

mf

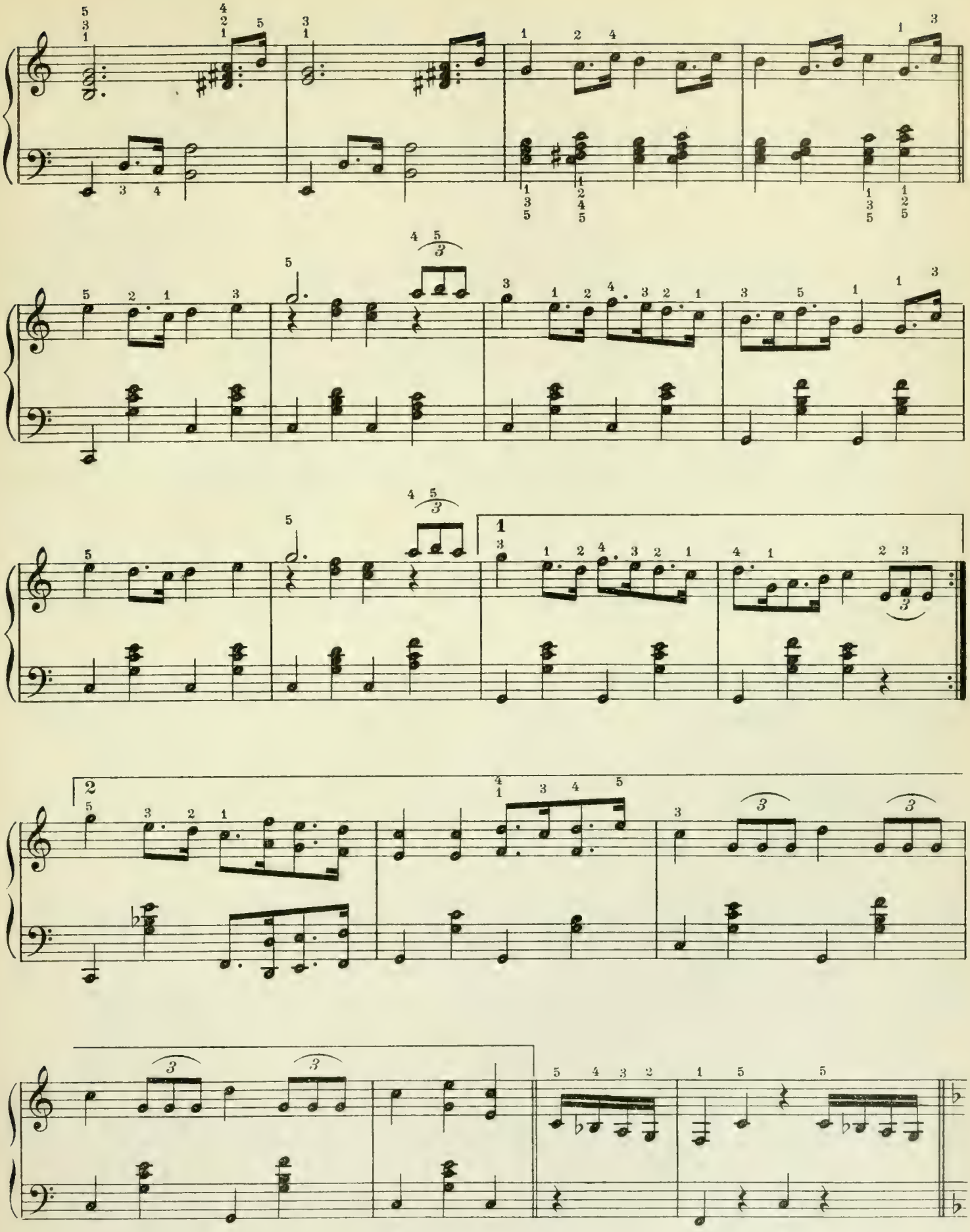


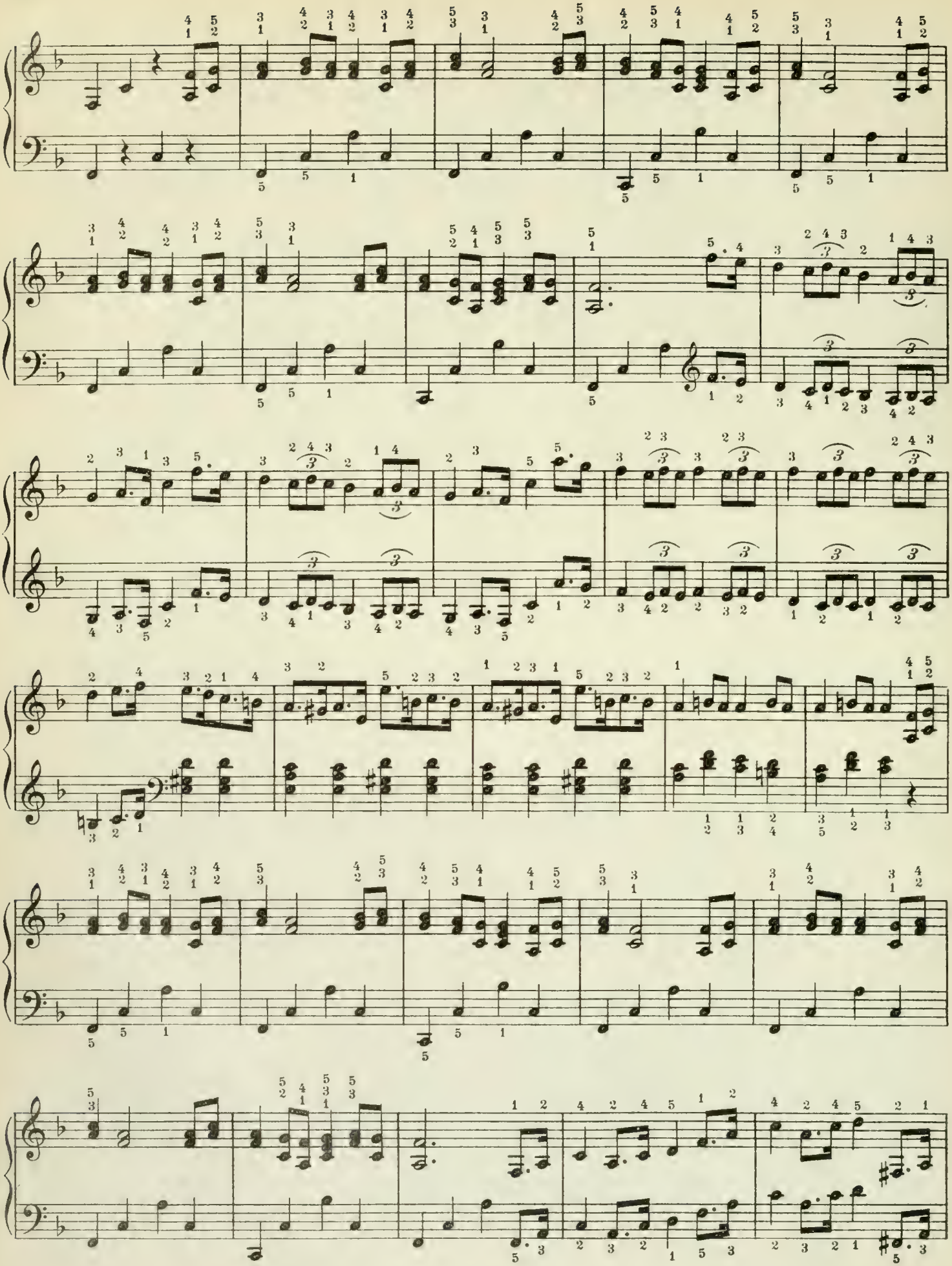
D. C. al Fine

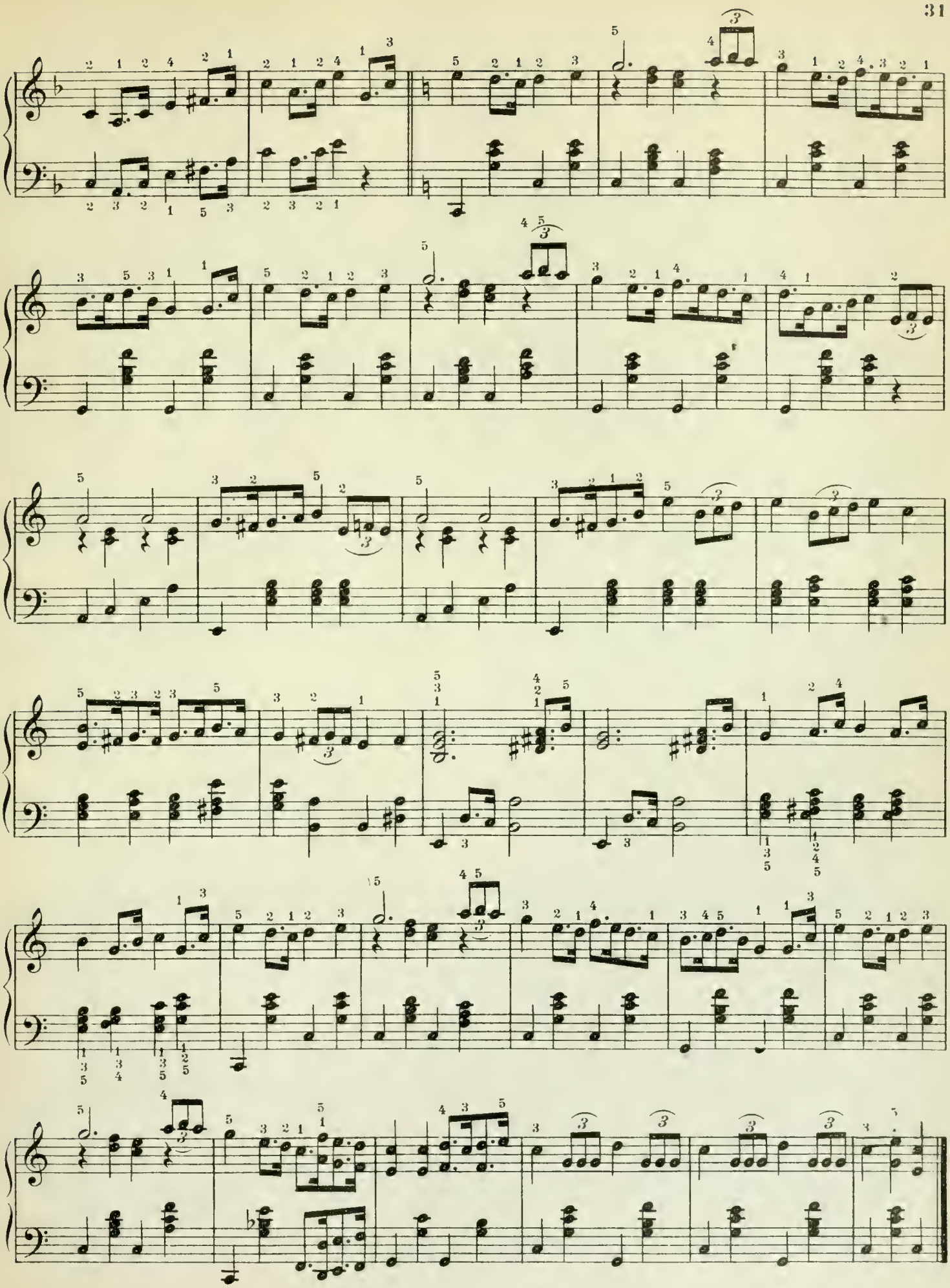
Marche Militaire

Arranged from RAFF





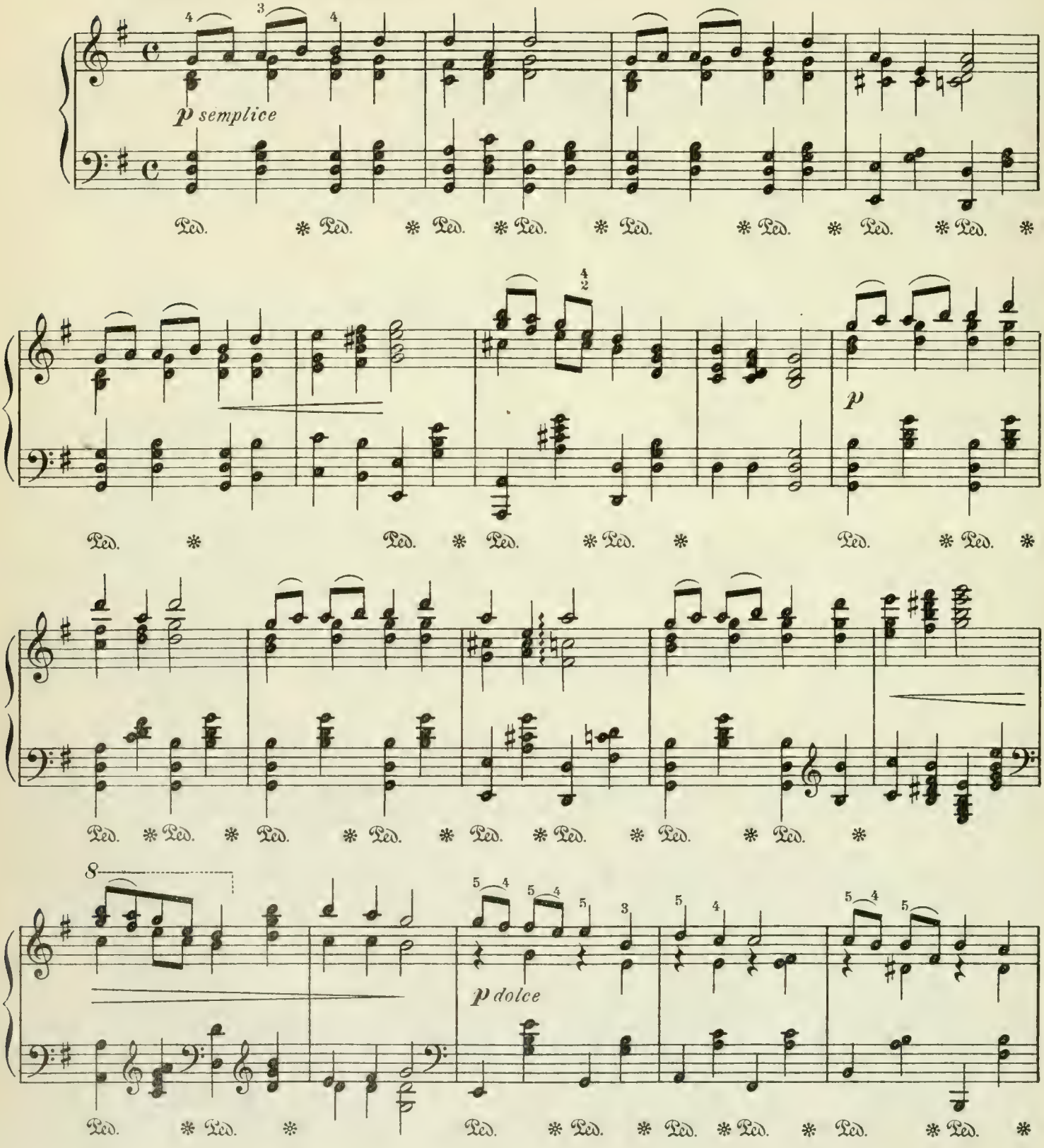


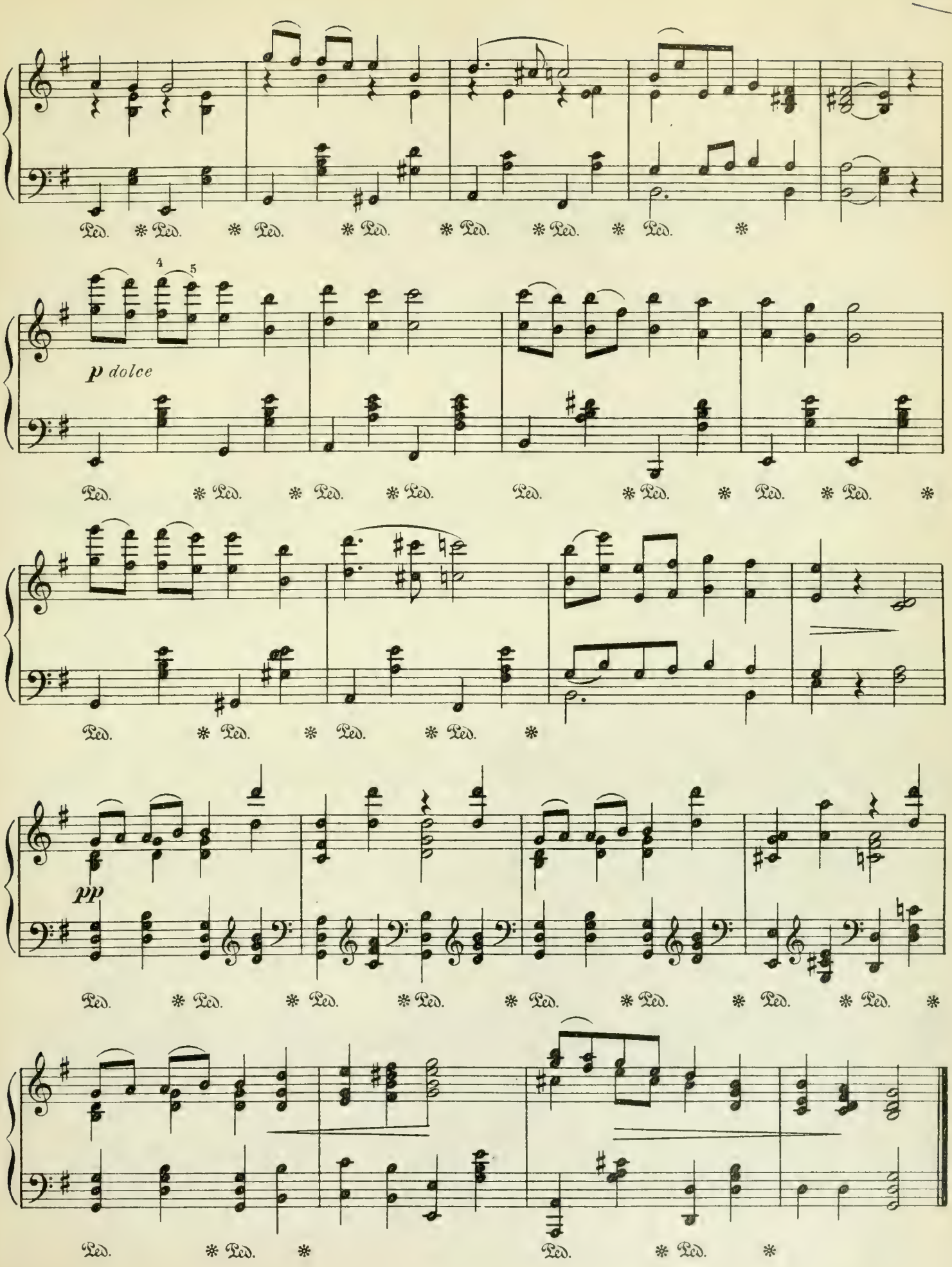


Christmas March

Arranged from P. BEAUMONT

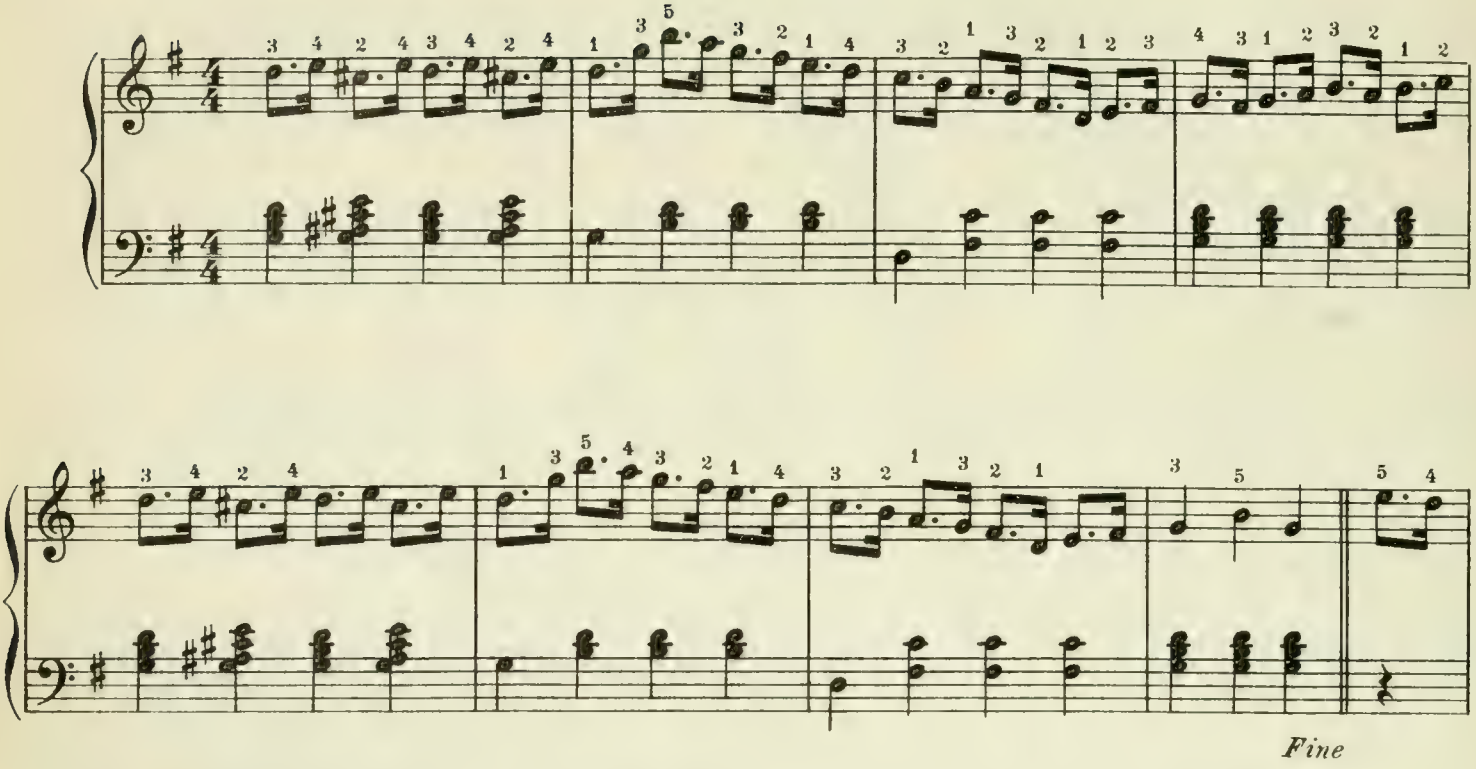
Andante sostenuto



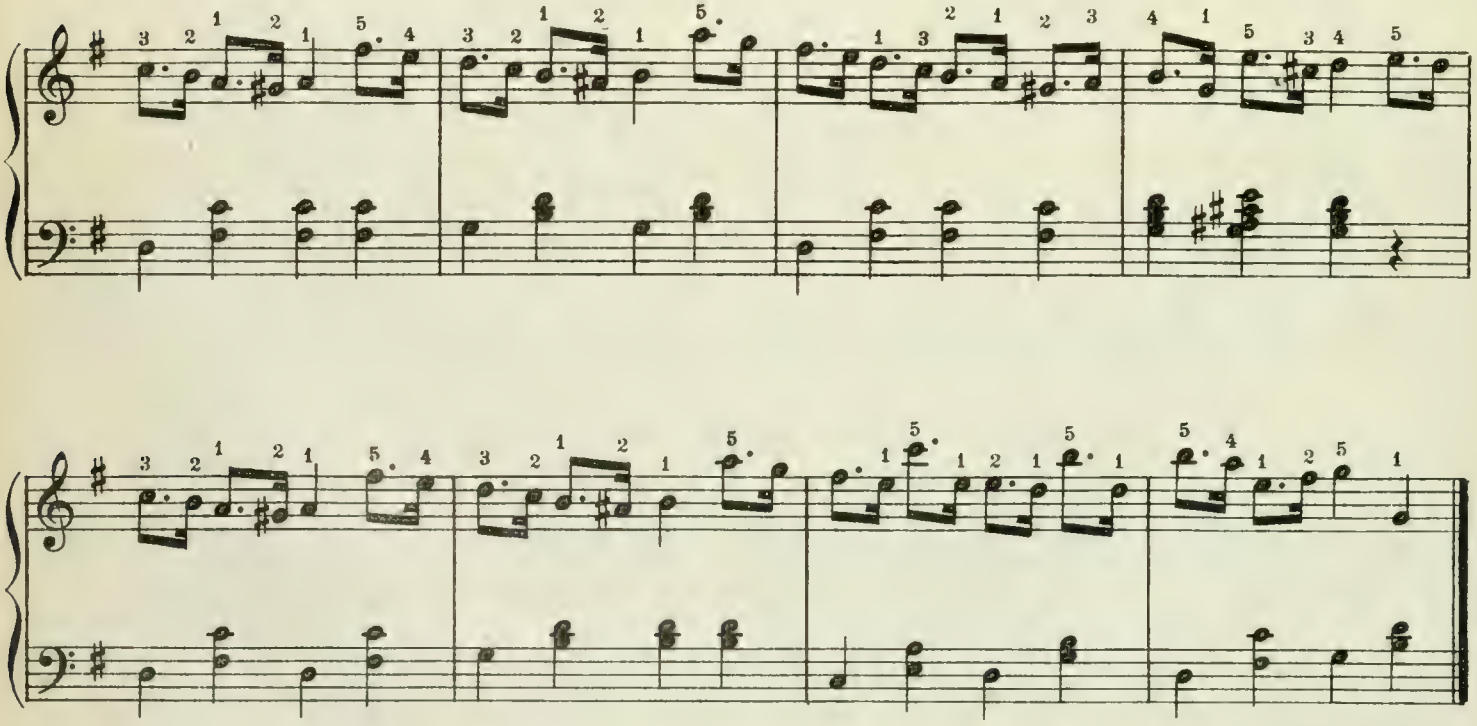

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *
4 5
p dolce
Ped. * Ped. * Ped. * Ped. Ped. * Ped. * Ped. * Ped. *
Ped. * Ped. * Ped. * Ped. *
pp
Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *
Ped. * Ped. * Ped. * Ped. * Ped. *

The First Skip

Arranged from DIABELLI



Fine



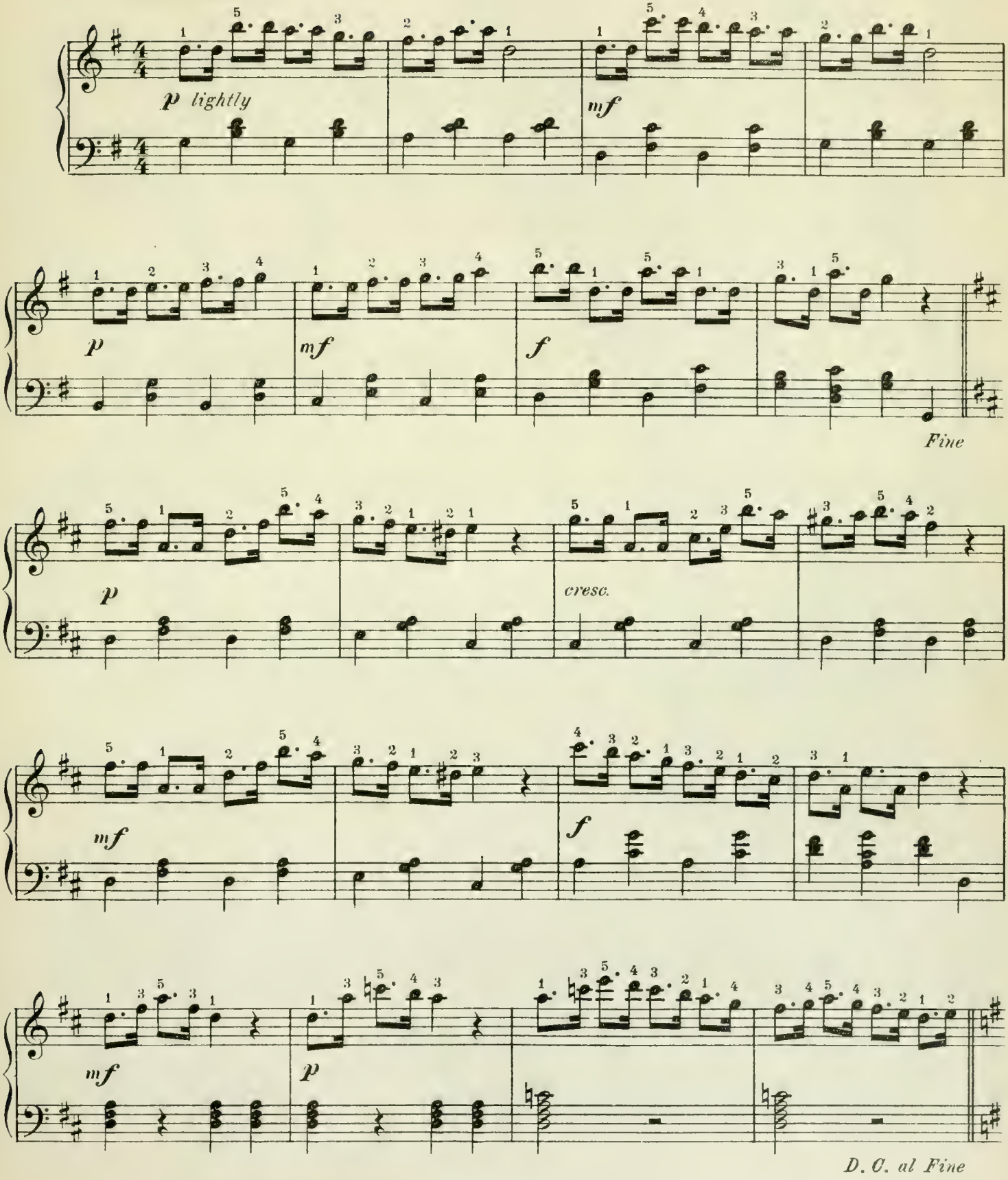
D. C. al Fine

Happy and Gay

A Skip

Arranged from STREABBOG

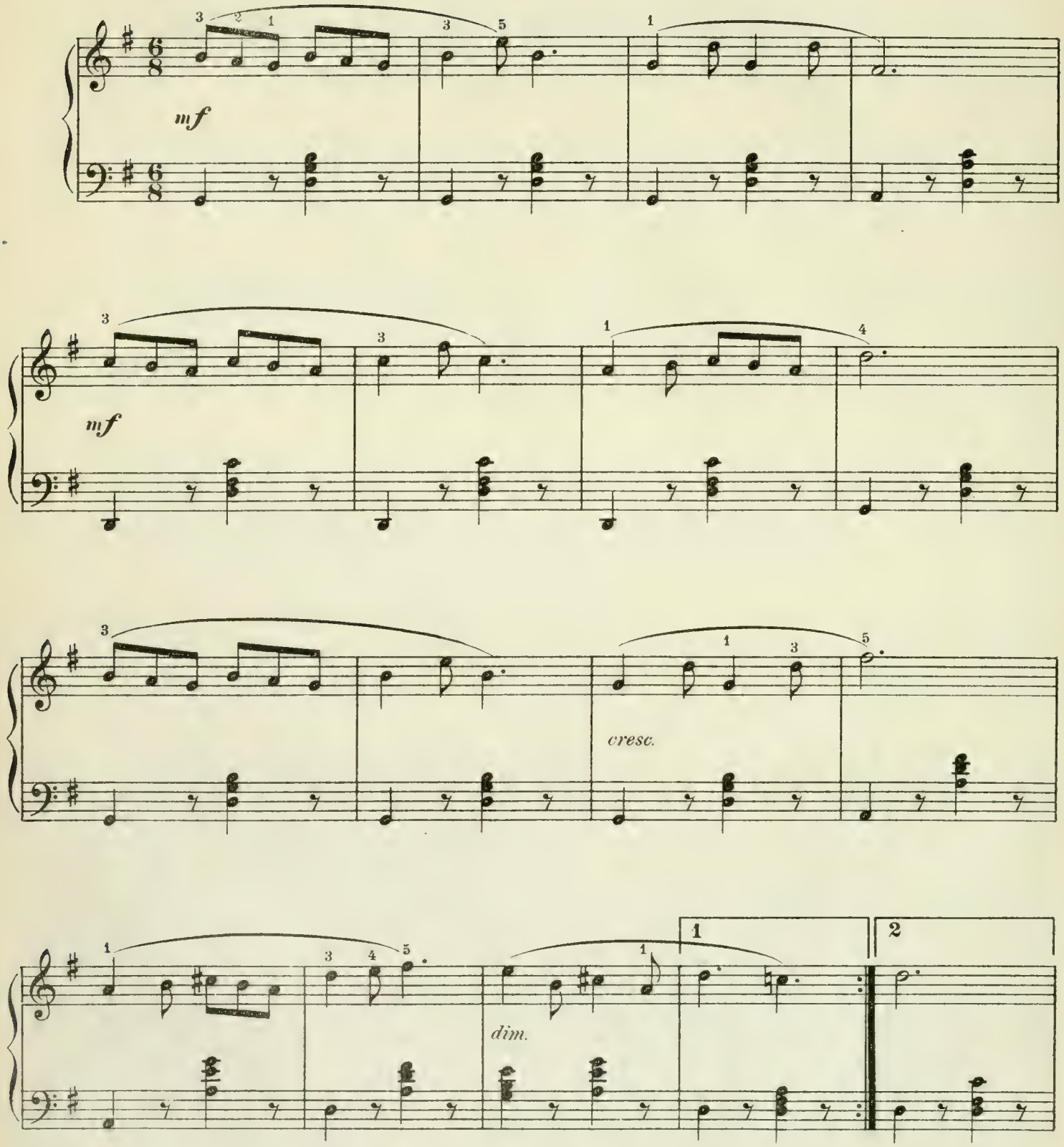
Moderato

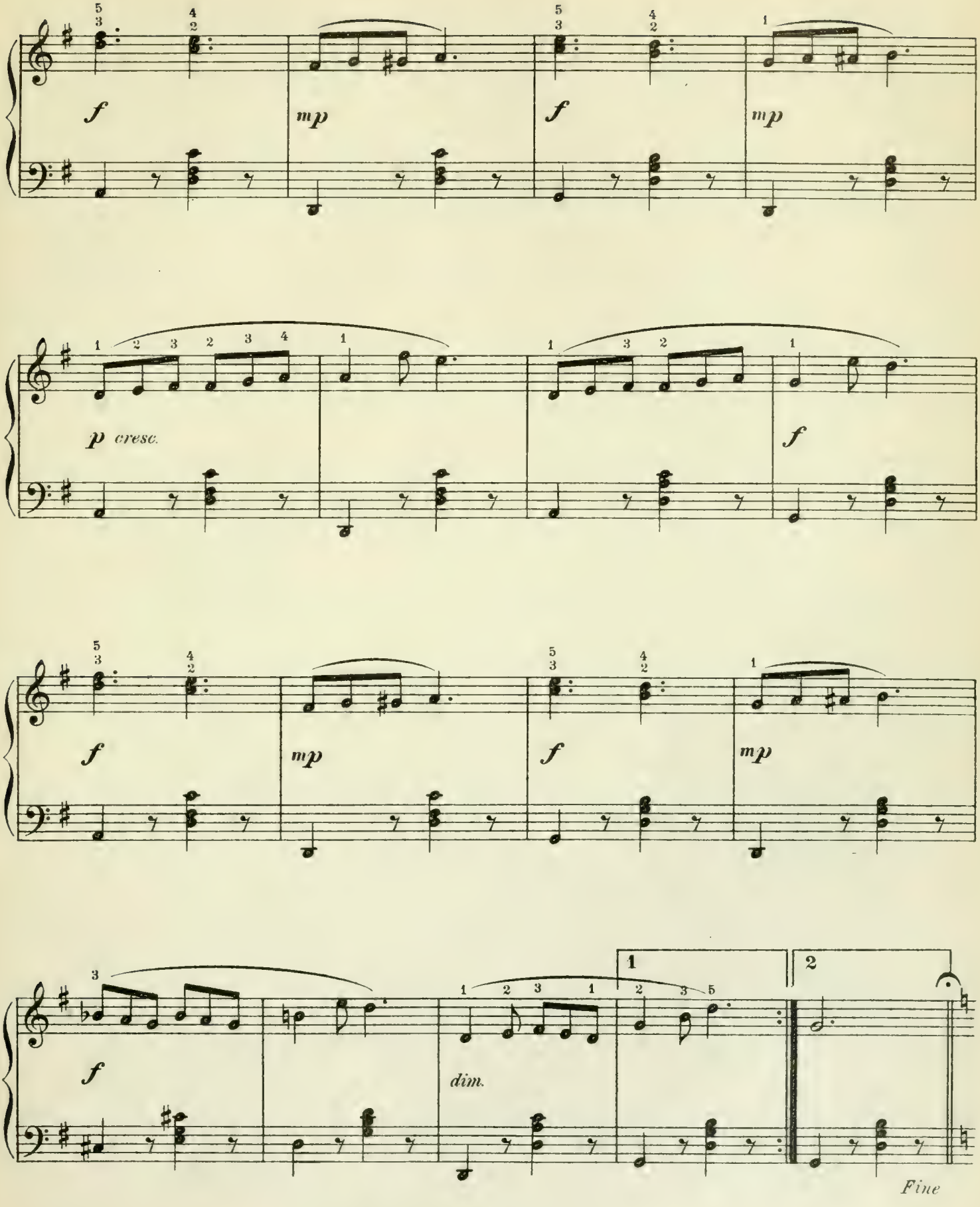


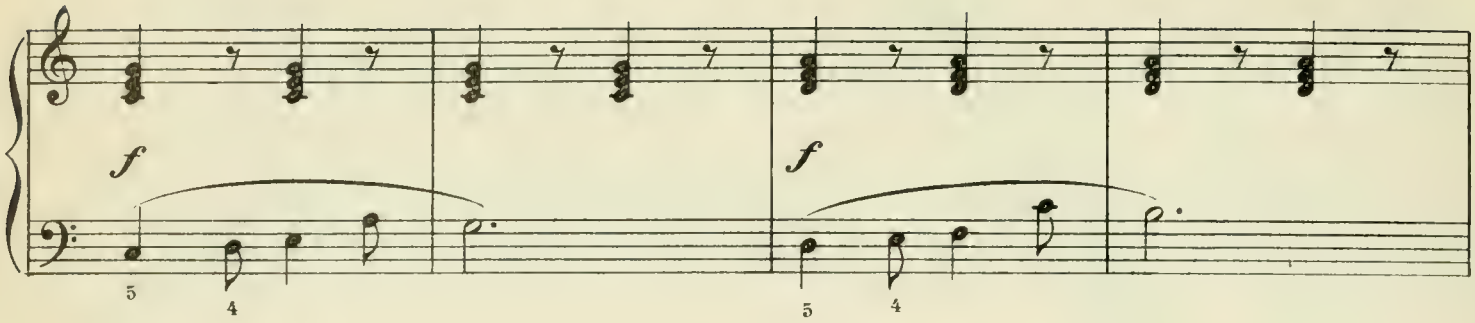
O'er Hill and Dale

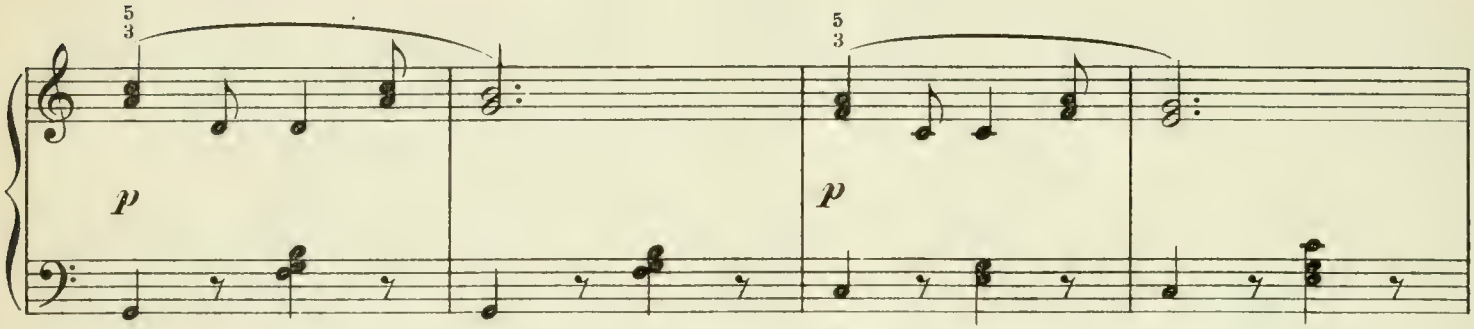
FRANZ ADLER

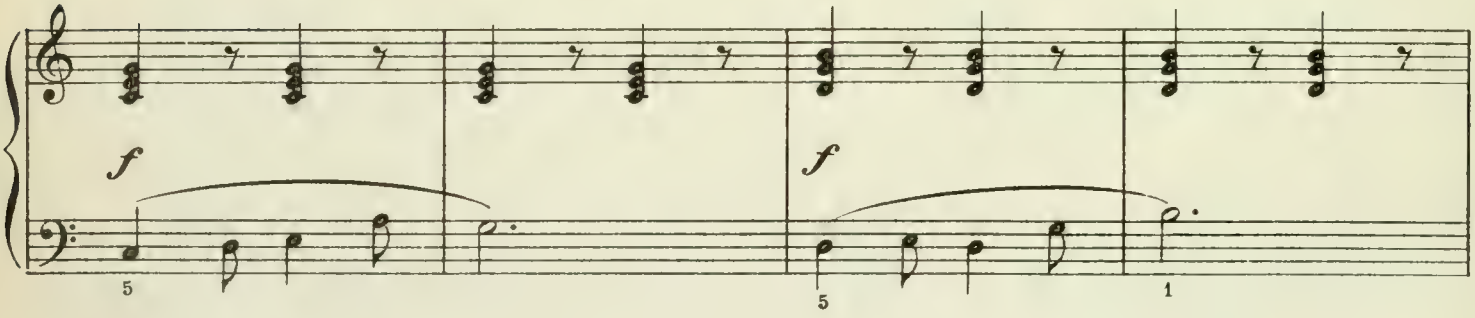
Allegro

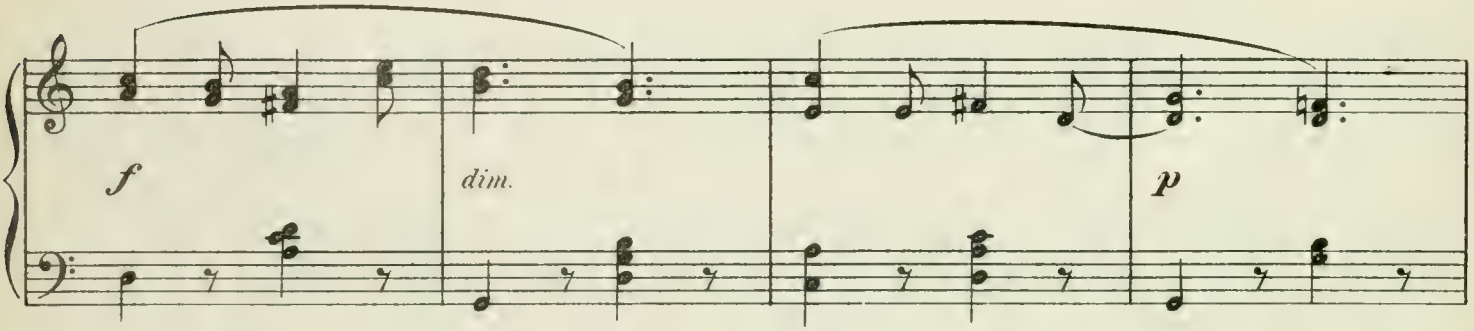


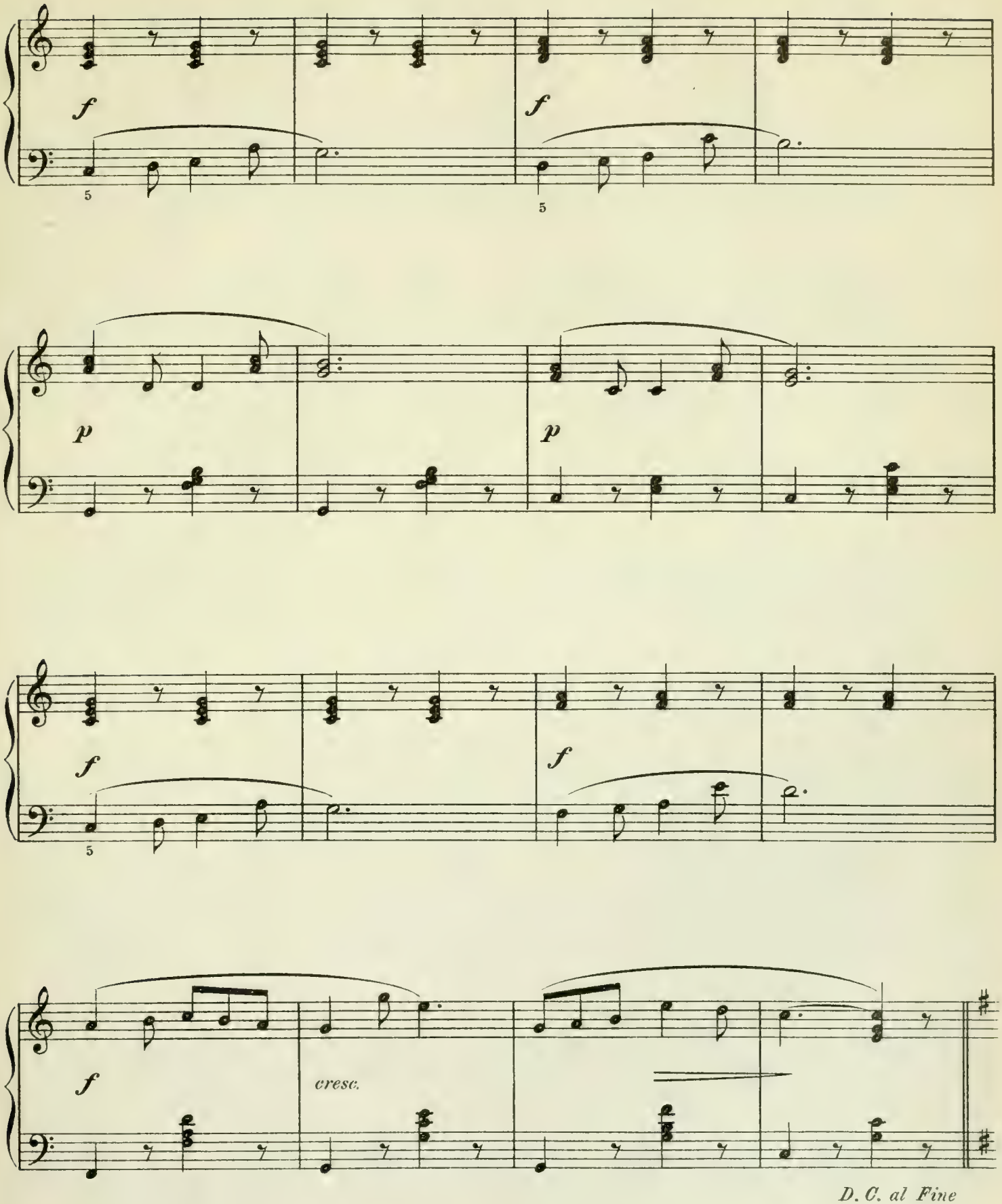

f
mp
f
mp
p cresc.
f
mp
f
mp
f
dim.
1
2
Fine


f
5
4
f
5
4


5
3
p
5
3
p


f
5
f
5
1


f
dim.
p

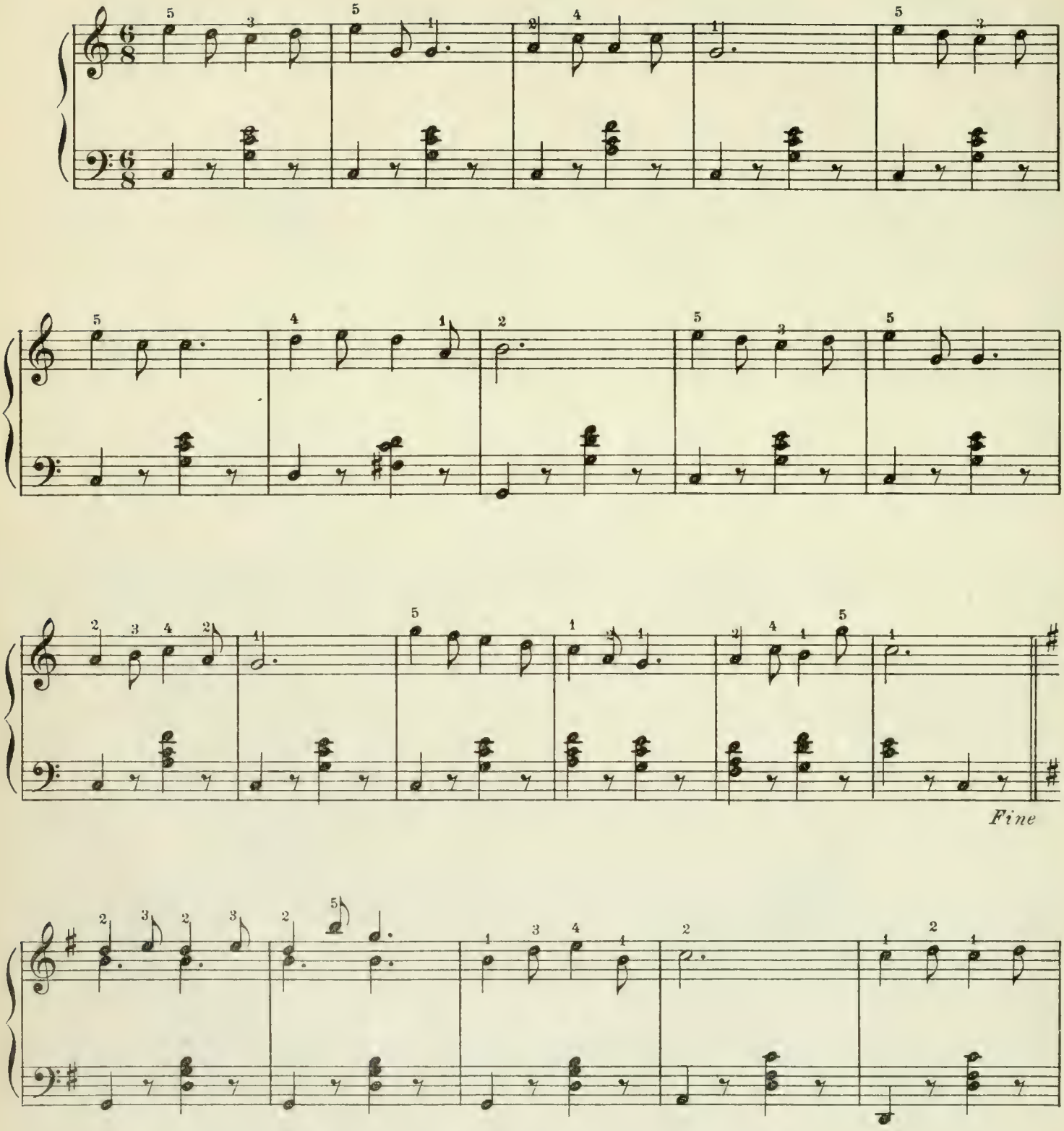


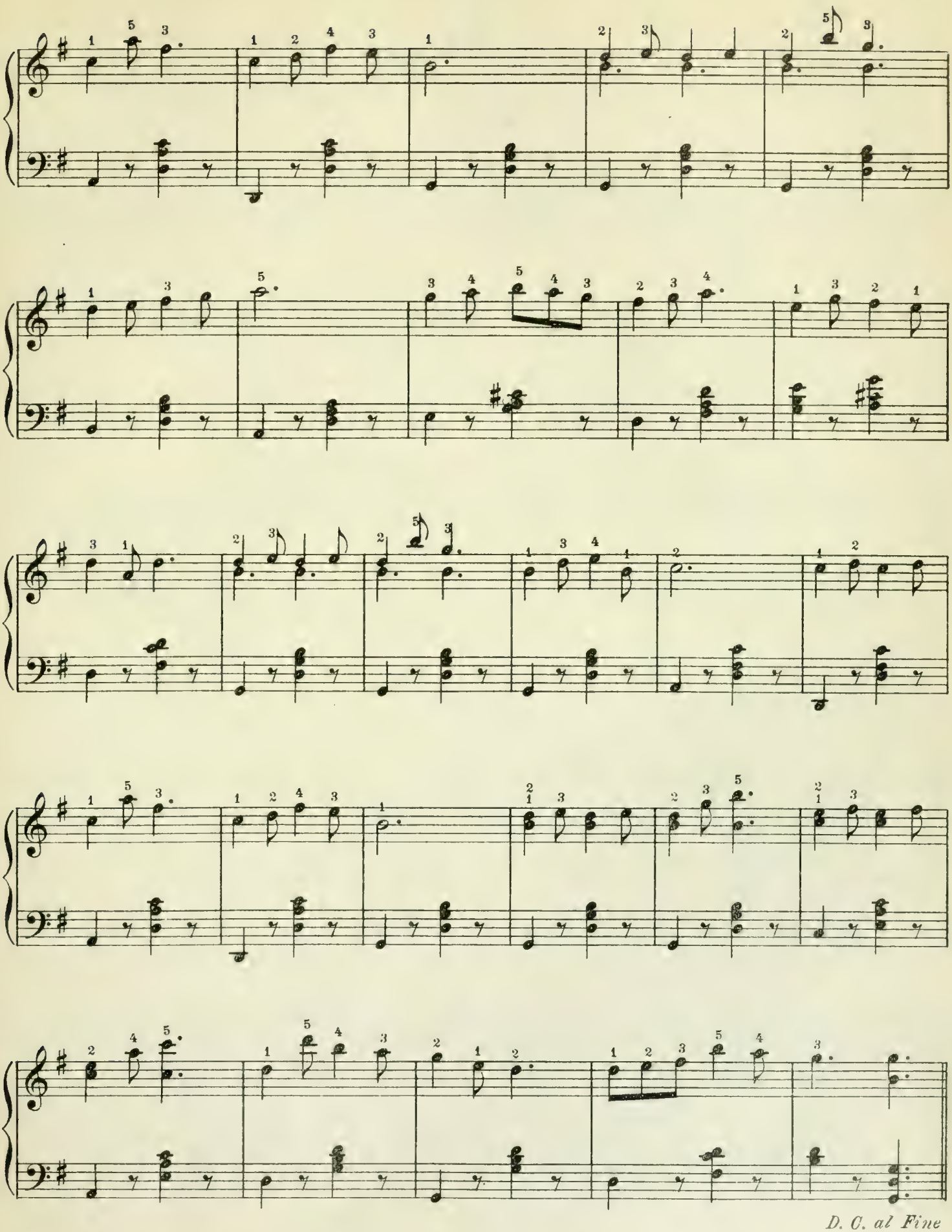
D. C. al Fine

Hippity Hop

A Skip

FELIX MARION



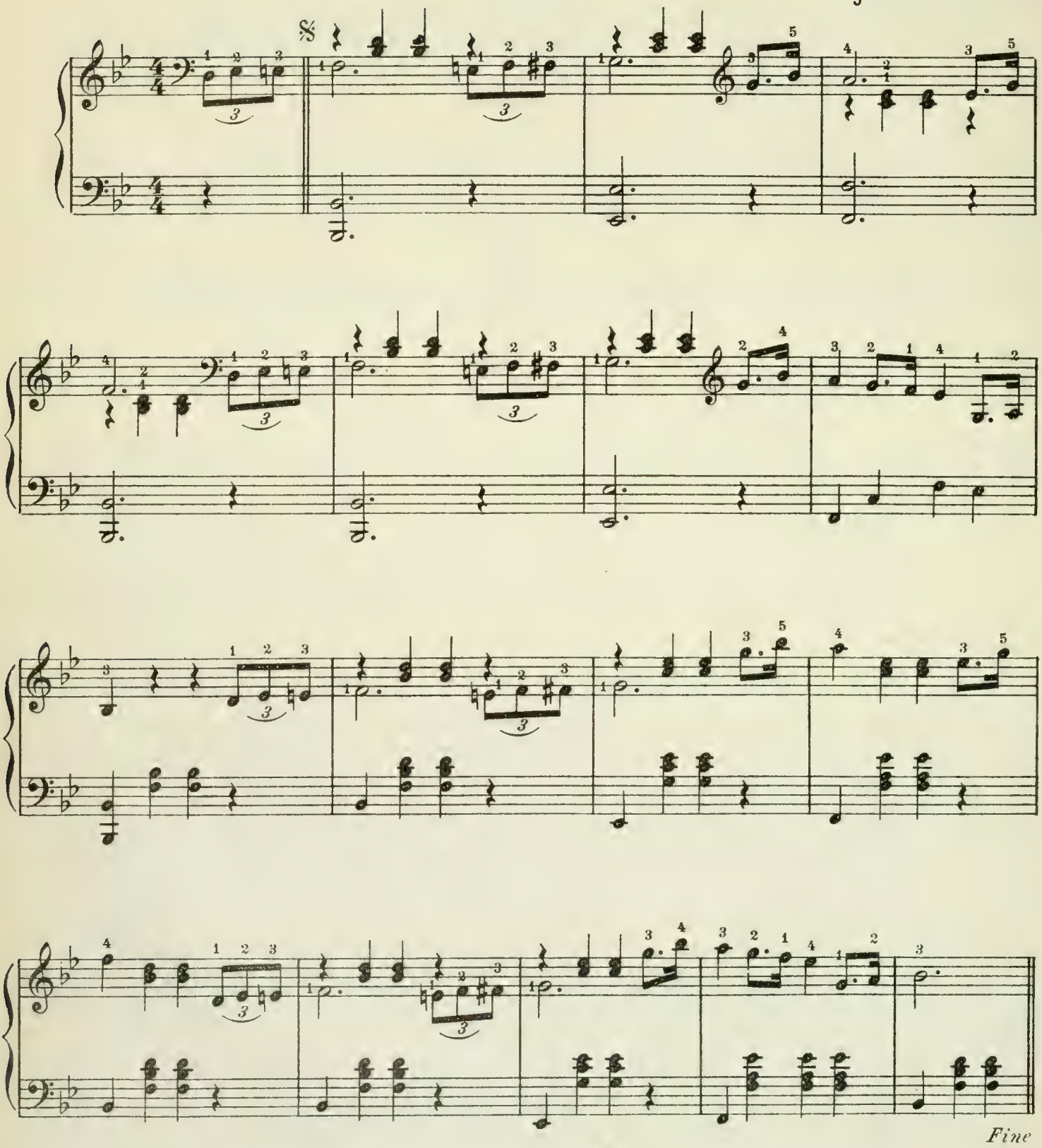


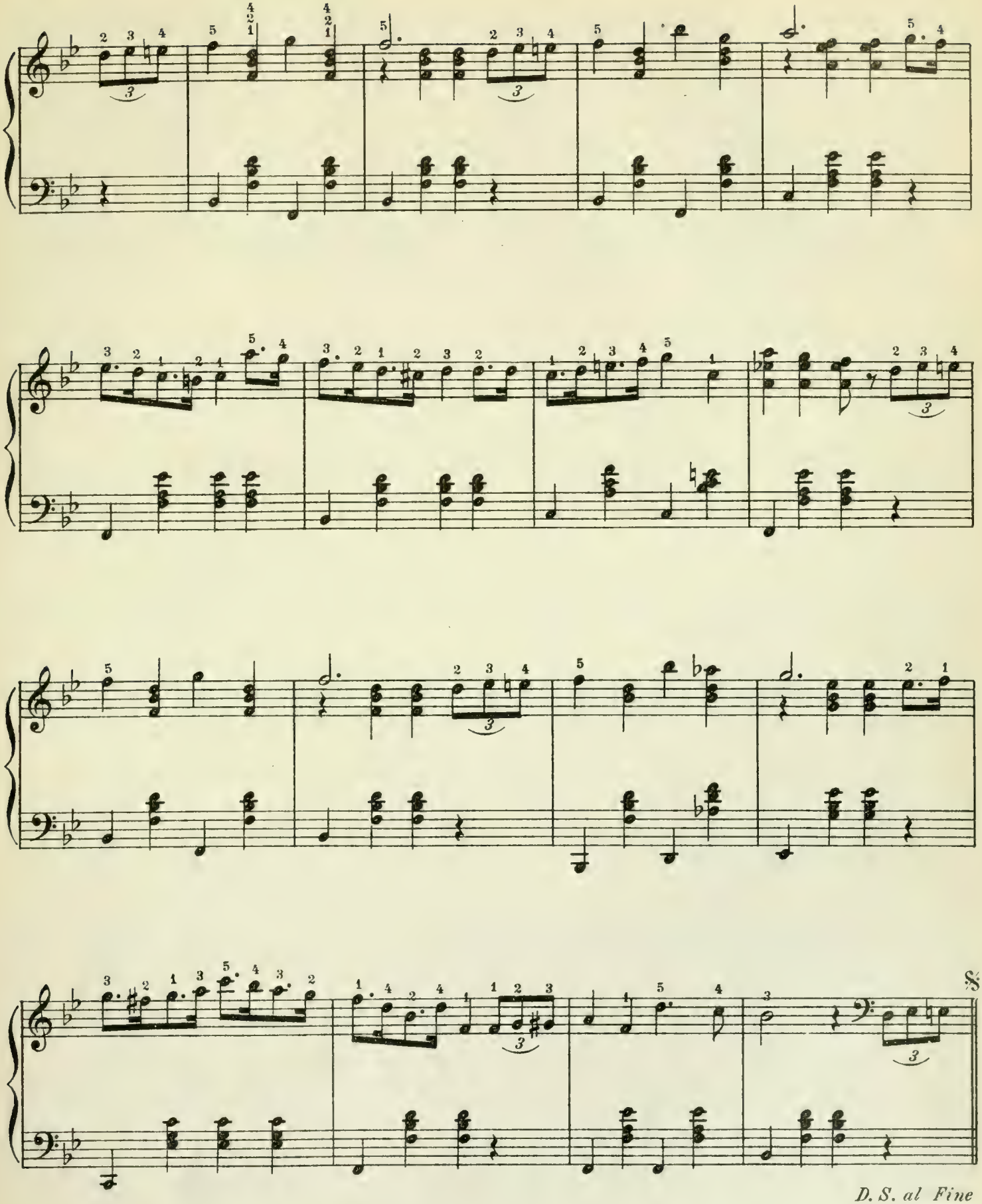
D. C. al Fine

A Merry Dance

A Skip

JOHN PARKER



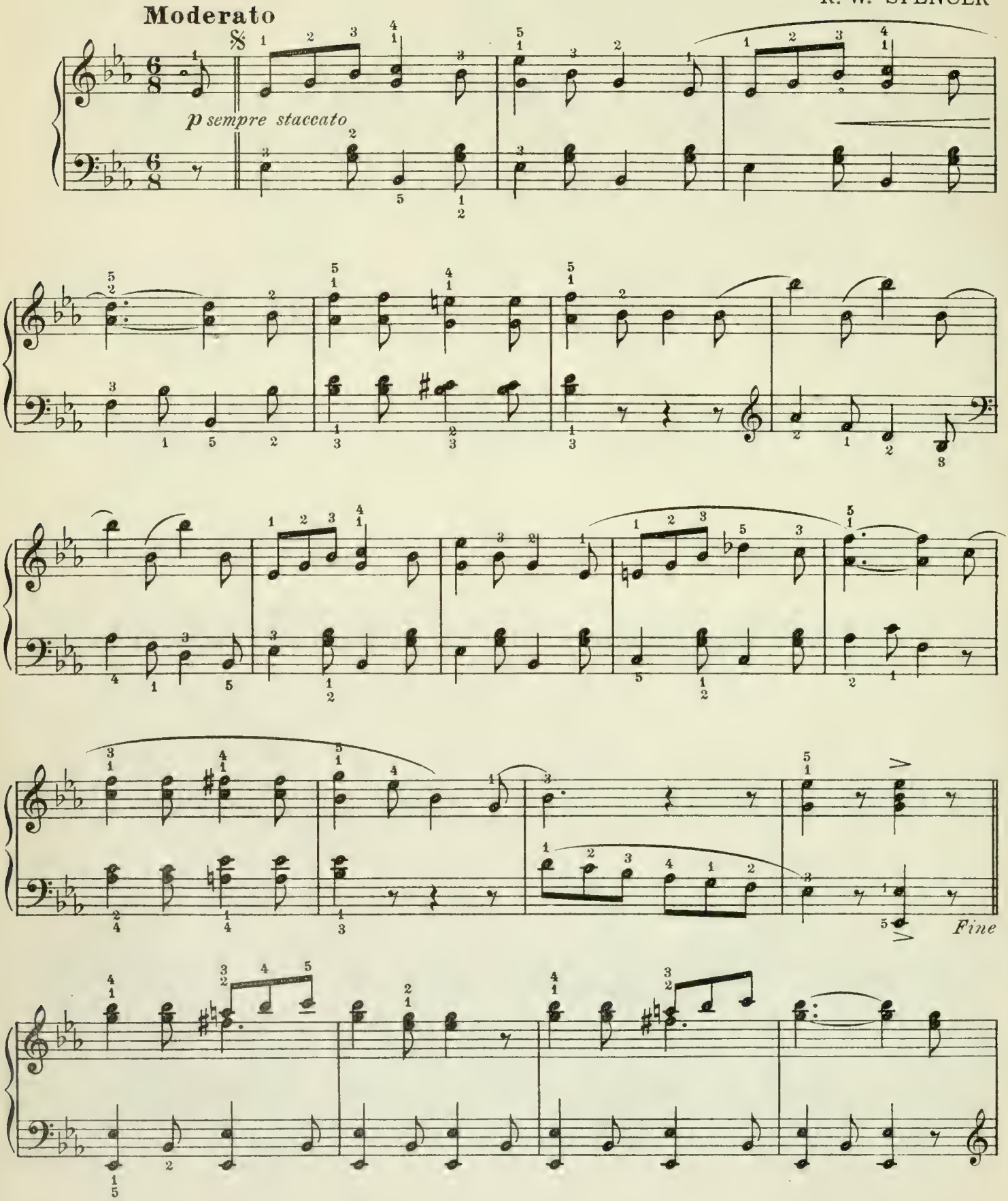

D. S. al Fine

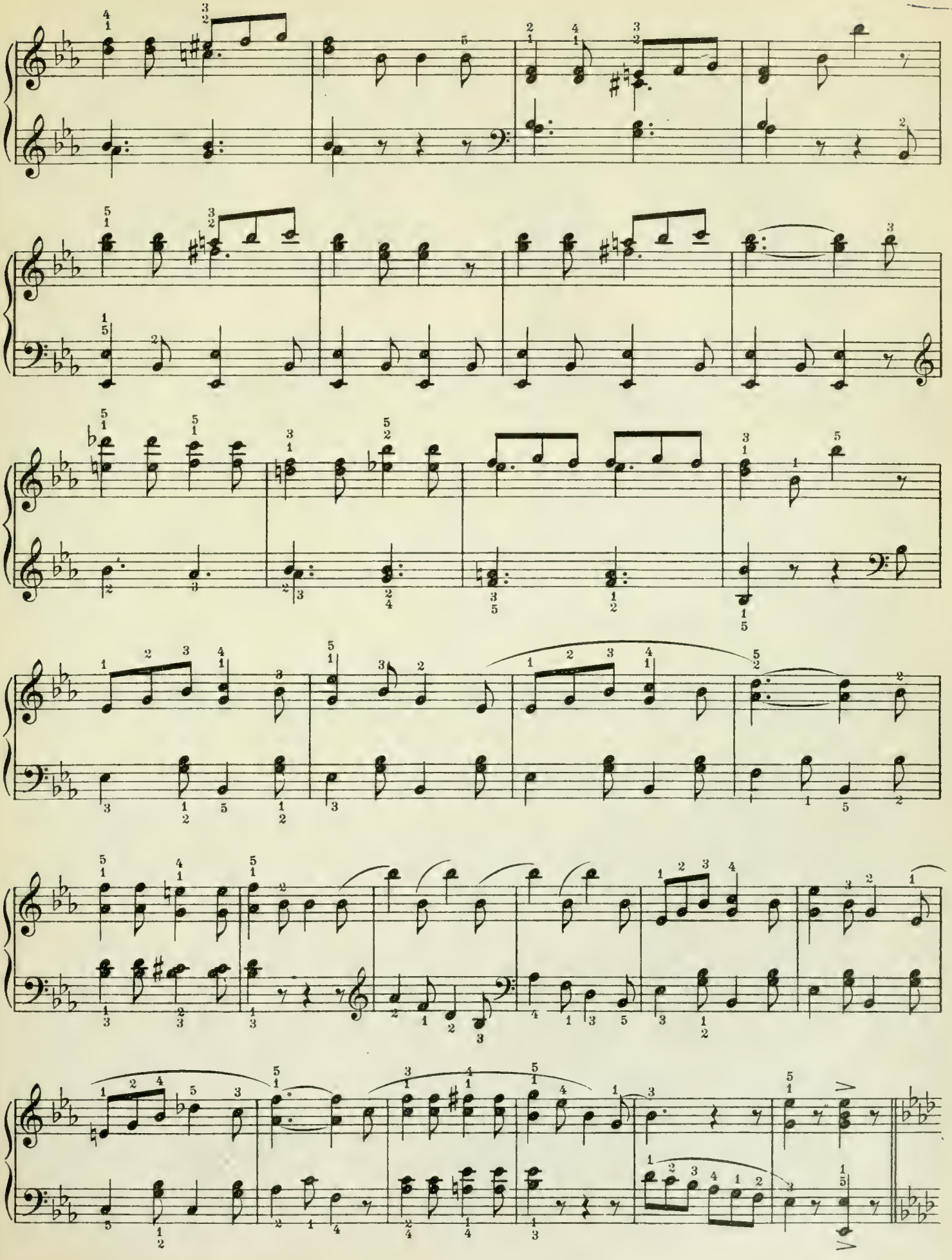
Skip

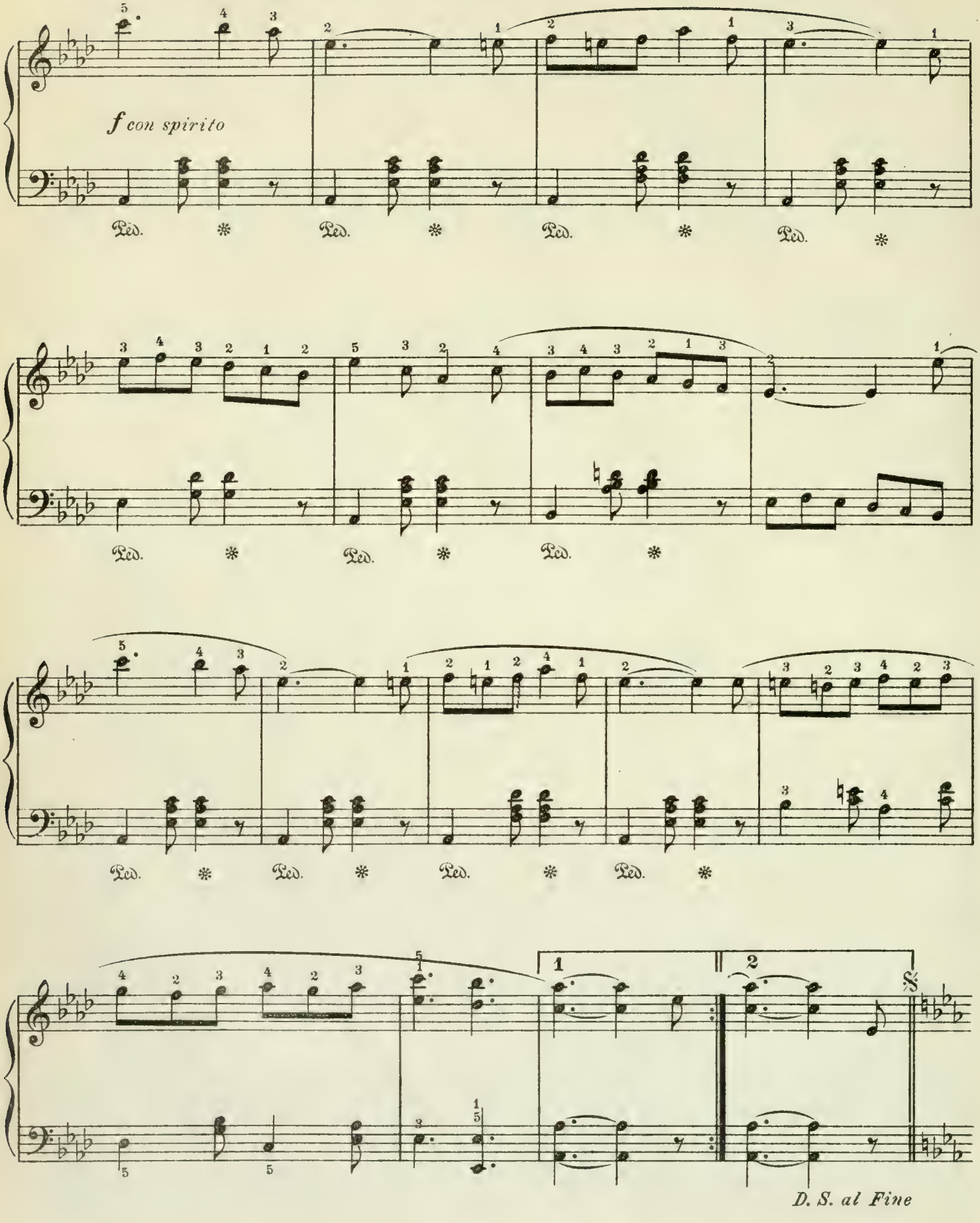
Arranged from

The Merry Fox Hunters March

R. W. SPENCER

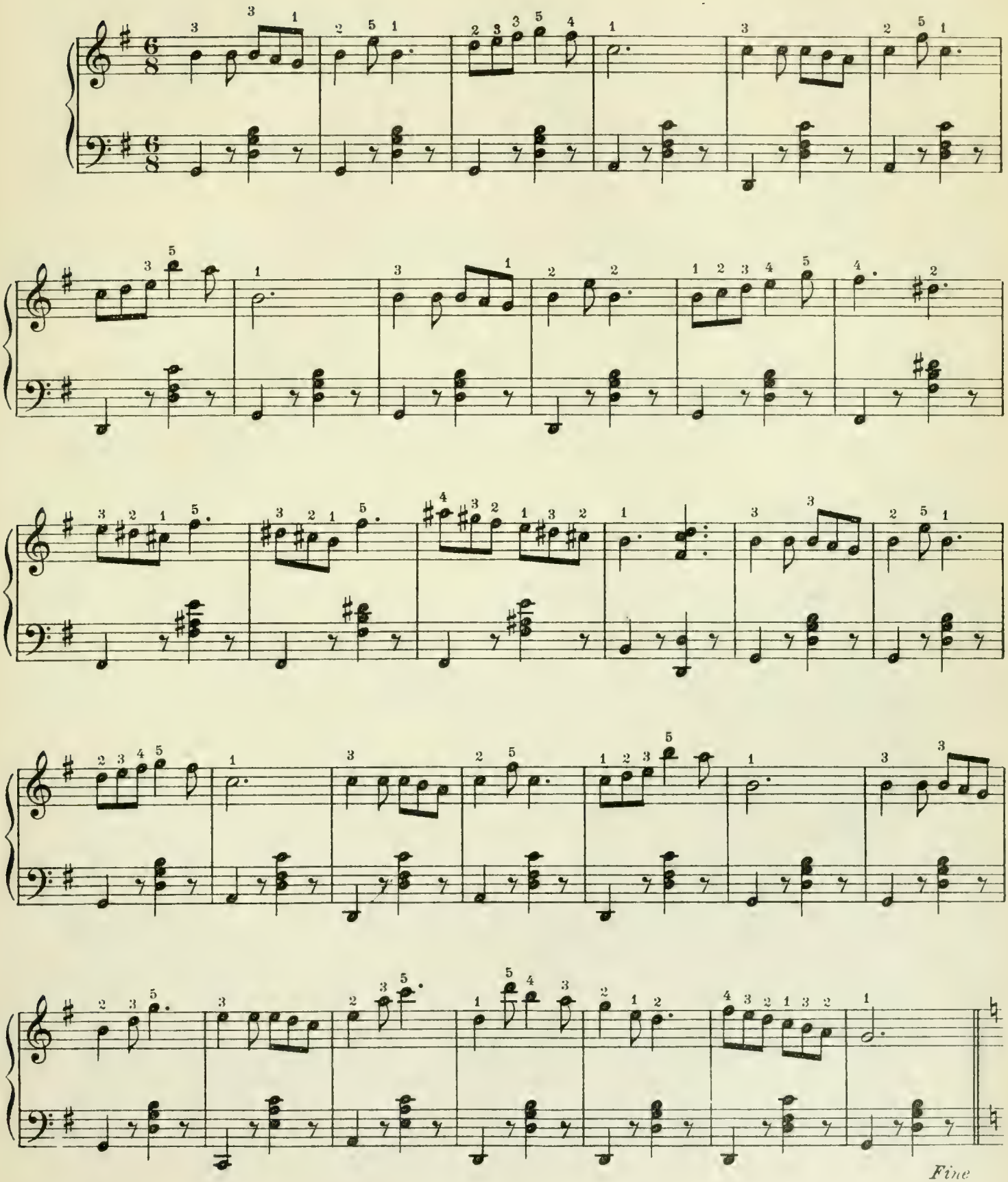


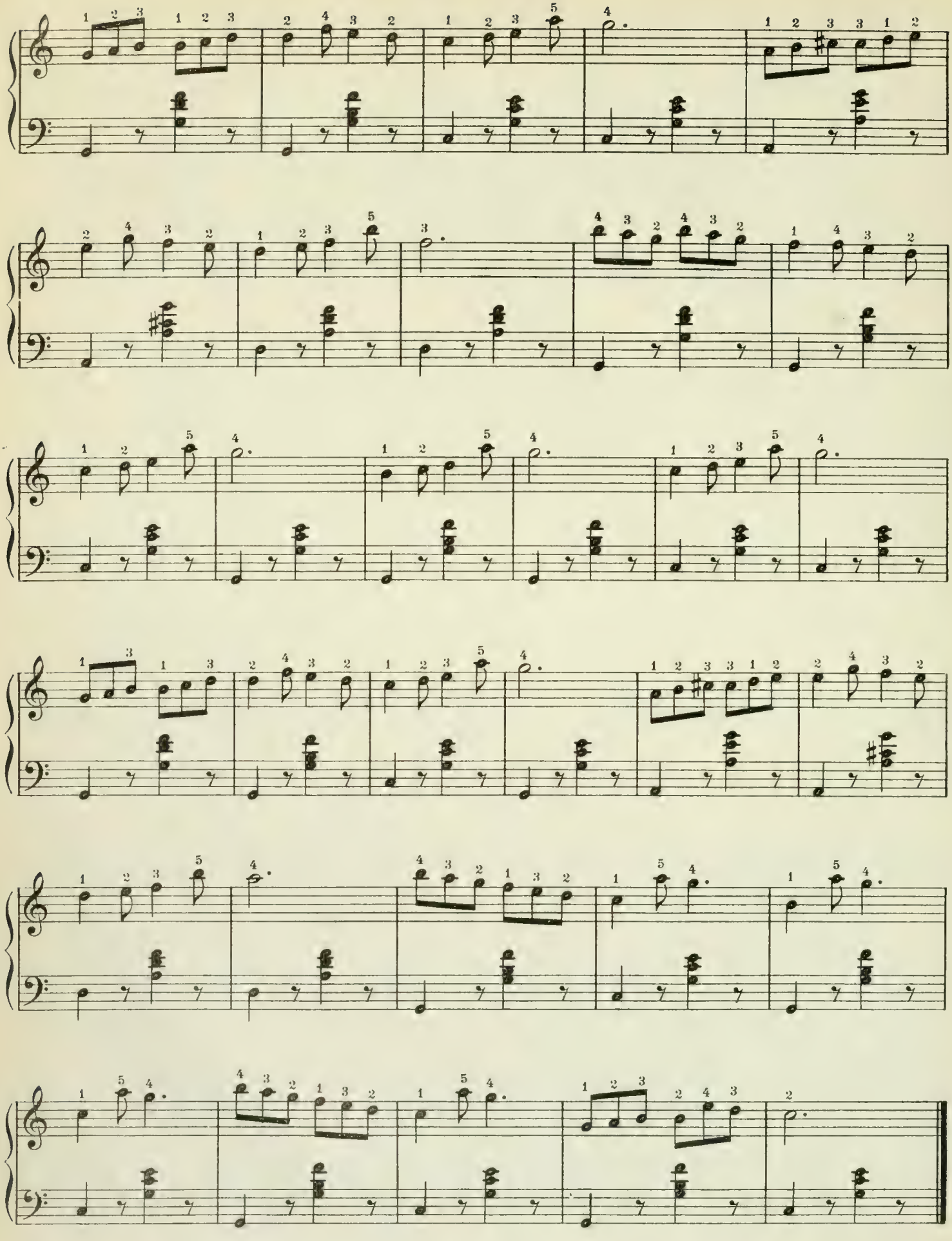



f con spirito
Ped.
1
2
D. S. al Fine

Over the Hills and Far Away

FELIX MARION





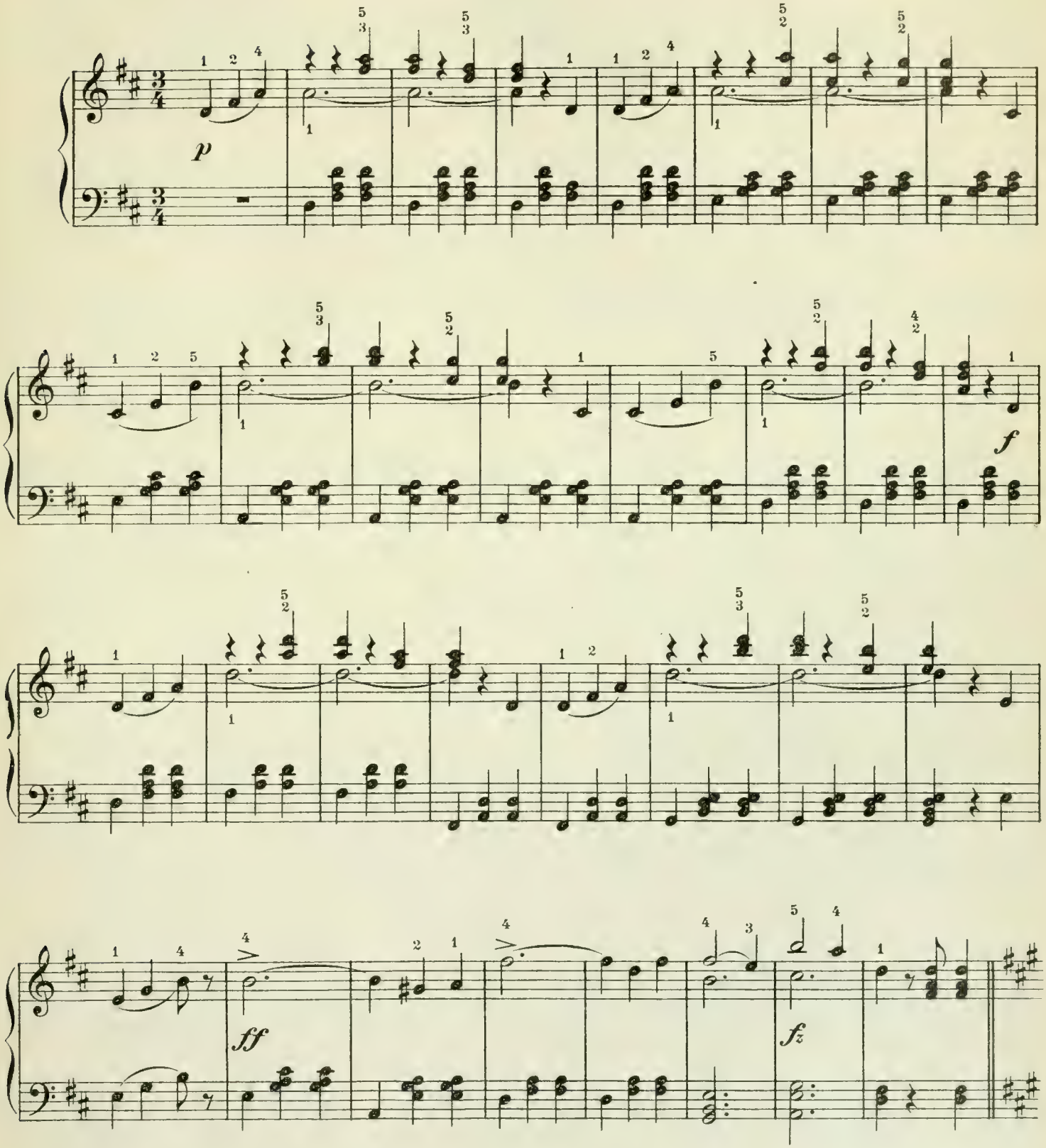
D. C. al Fine

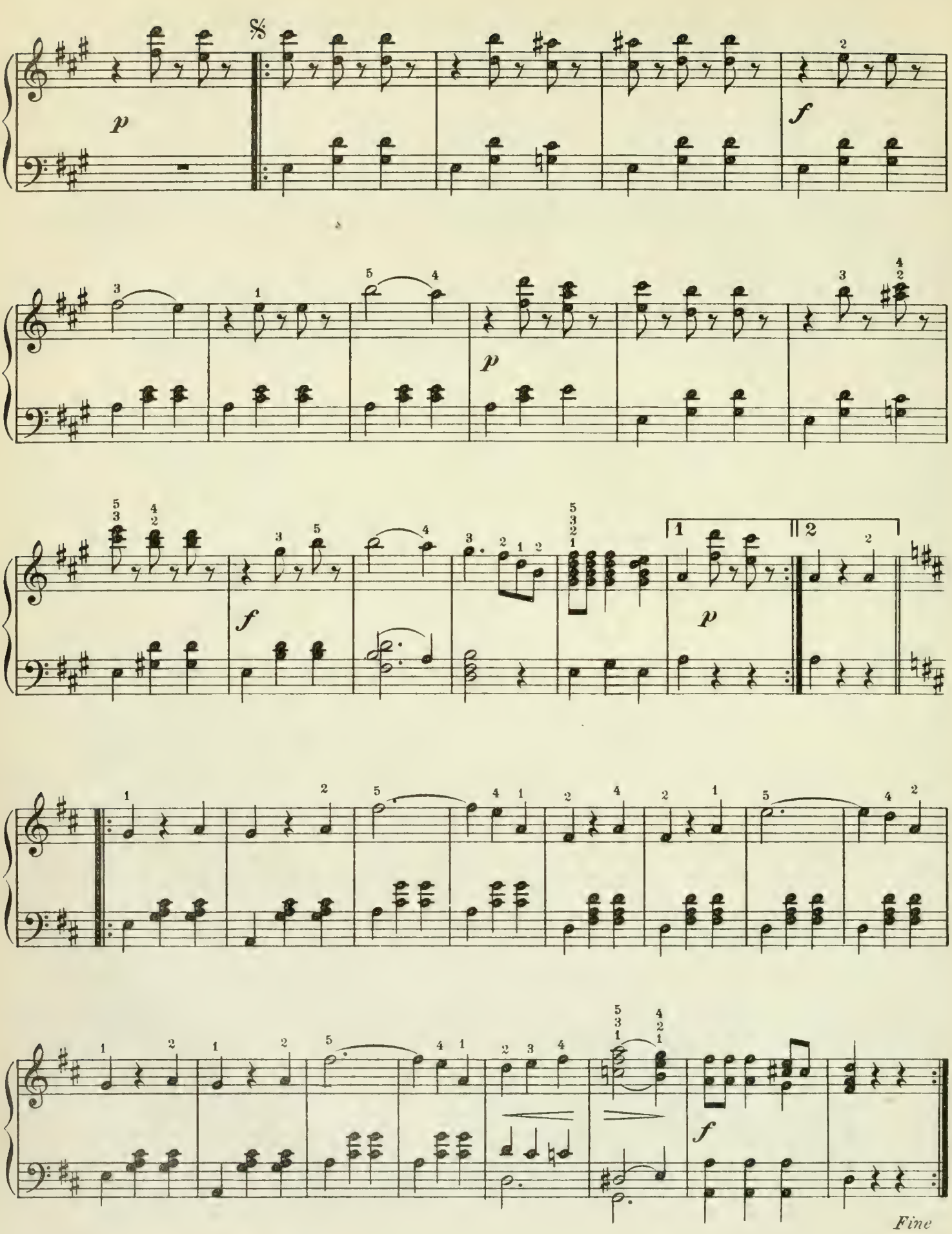
Flying Birds

(ARRANGED FROM BEAUTIFUL BLUE DANUBE)

WALTZ

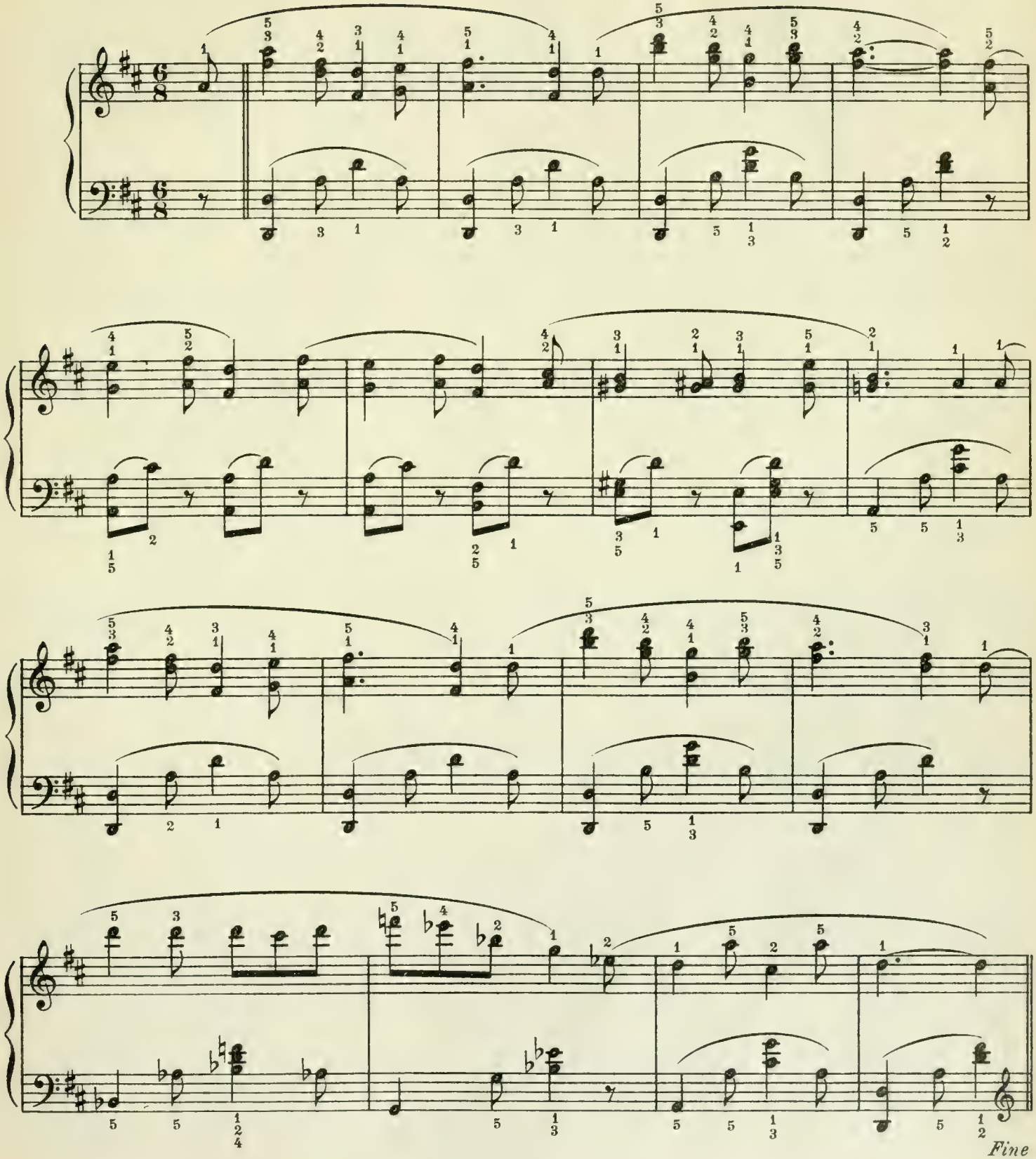
JOHANN STRAUSS

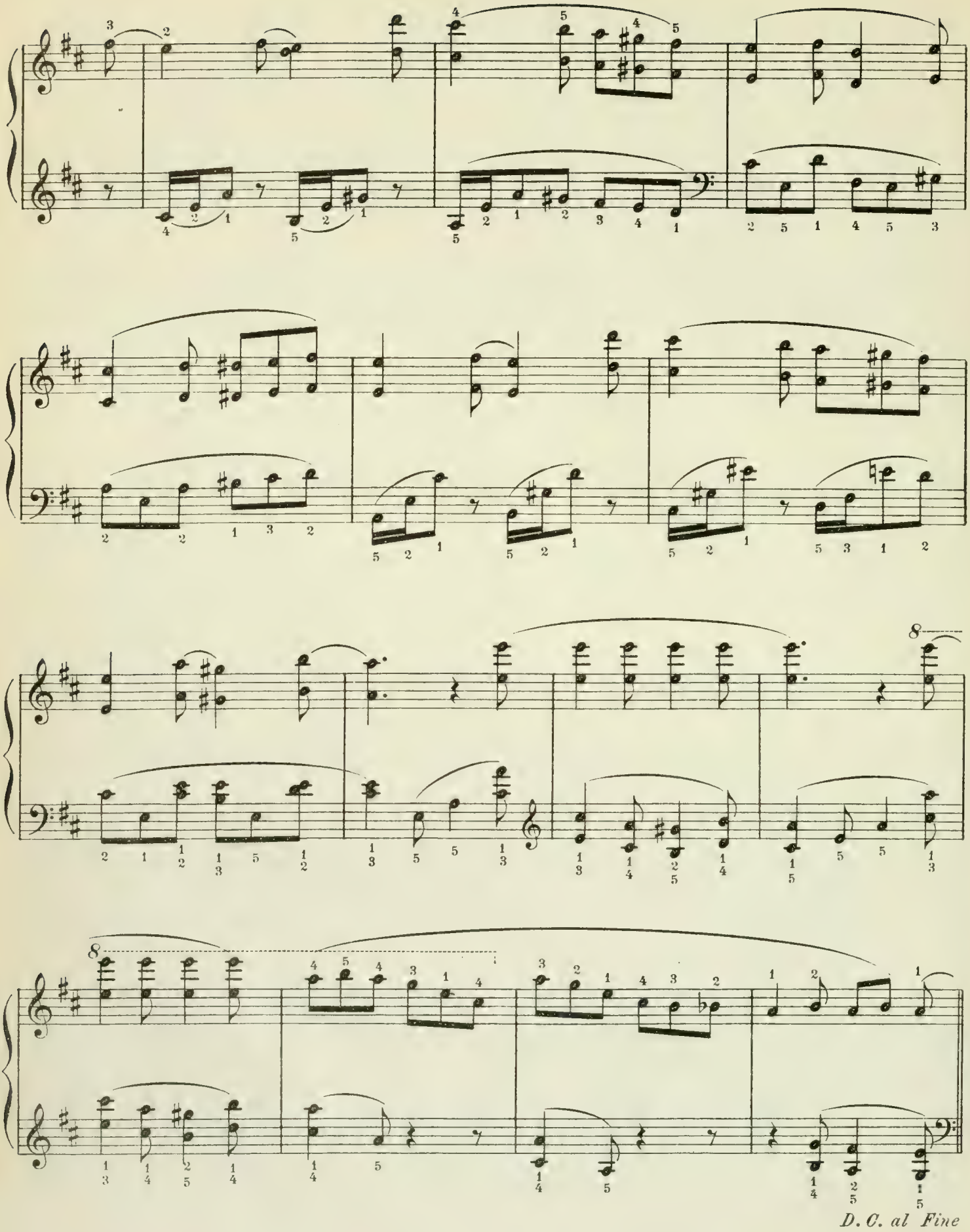



p
f
p
f
p
1
2
f
Fine

Butterflies

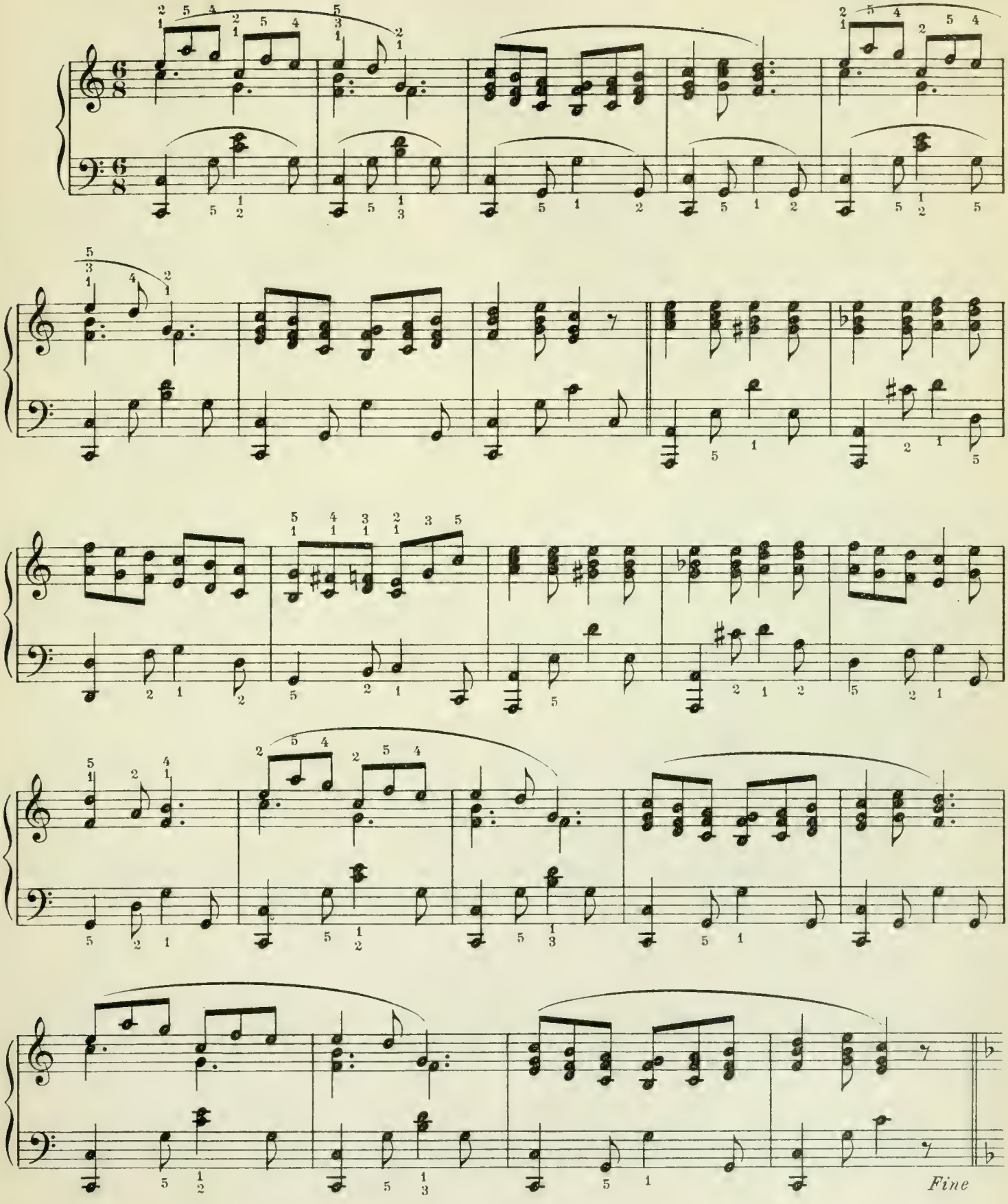
Arranged from MERKEL

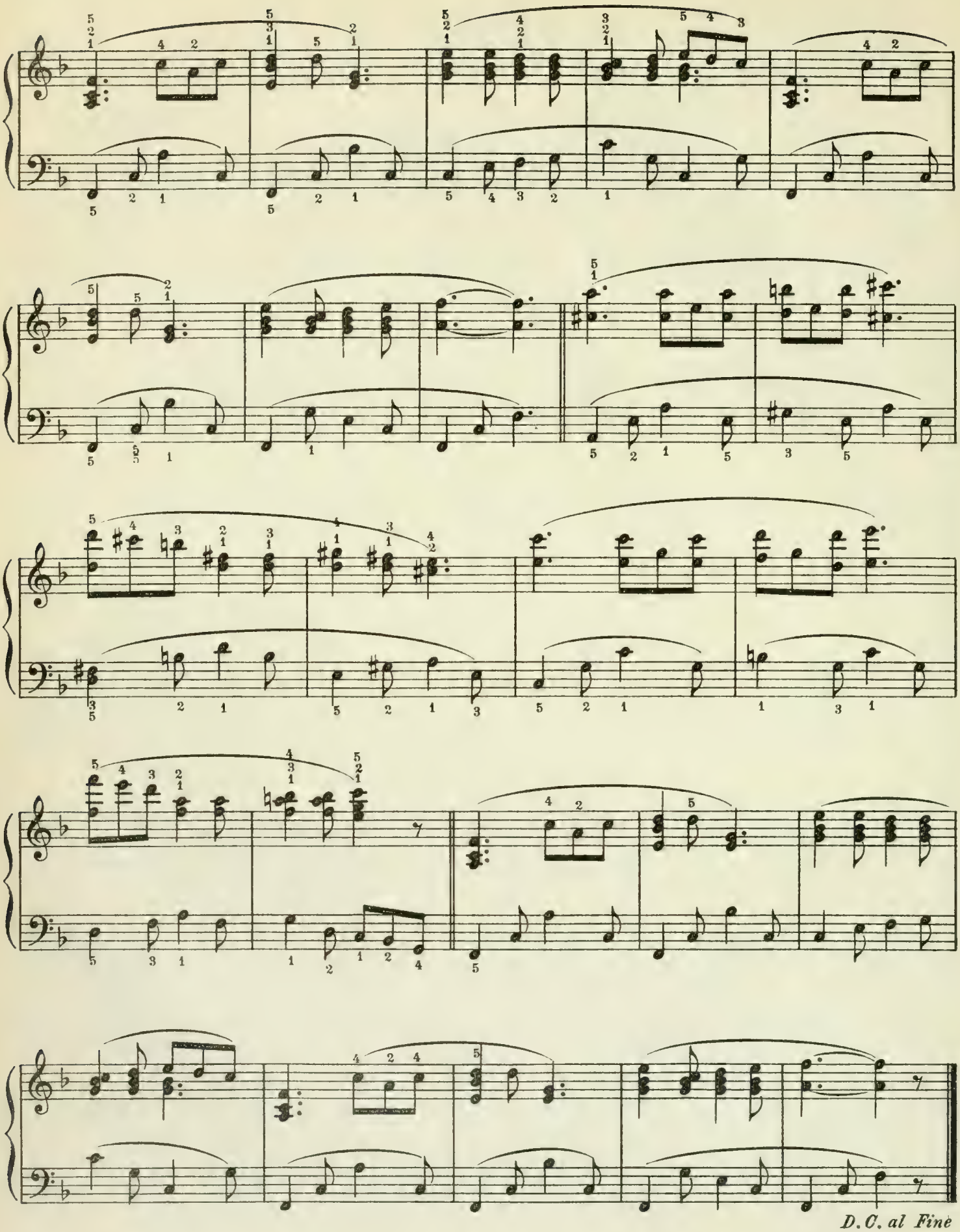



8
8
D. C. al Fine

Skating

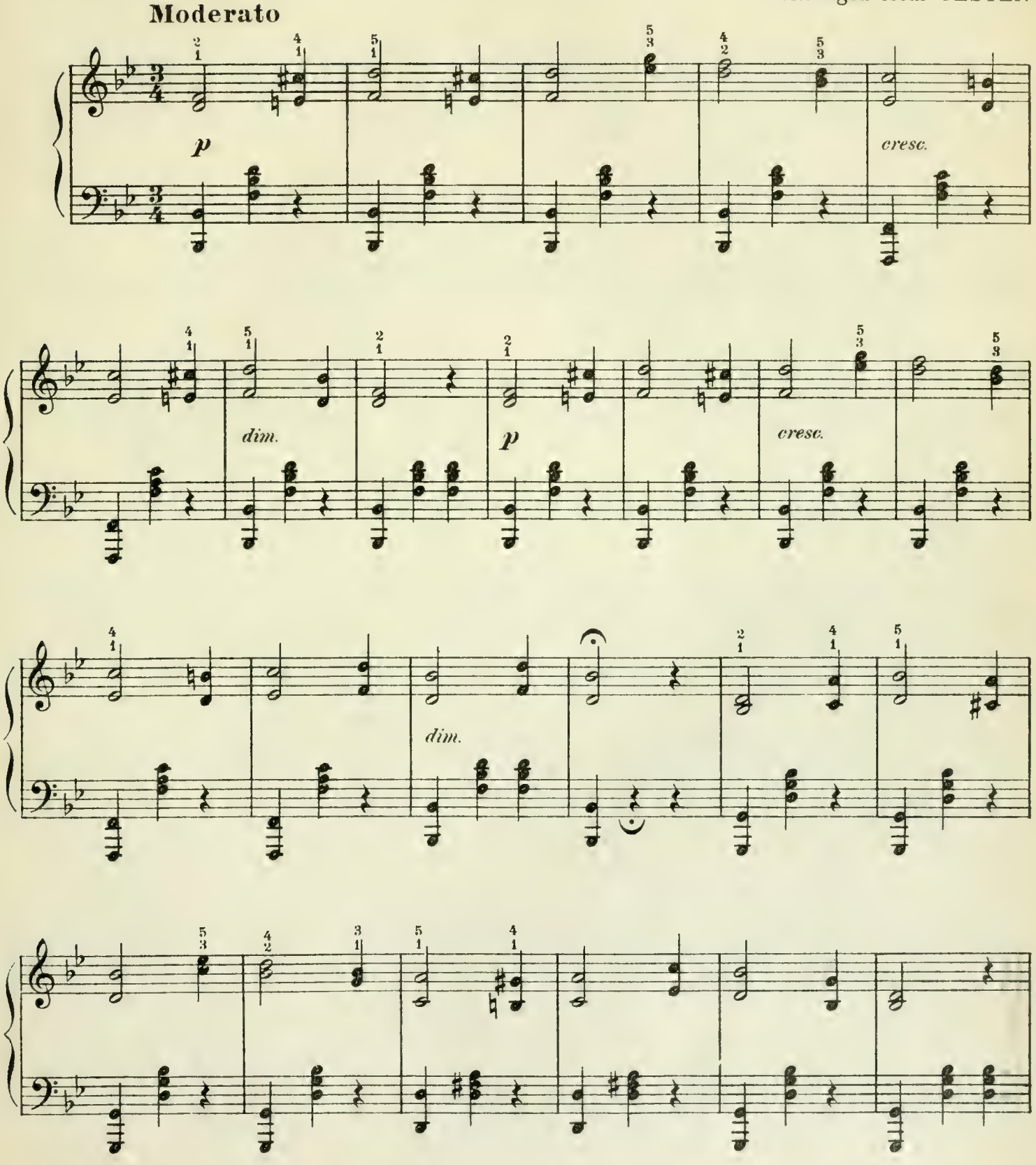
Arranged from HITZ

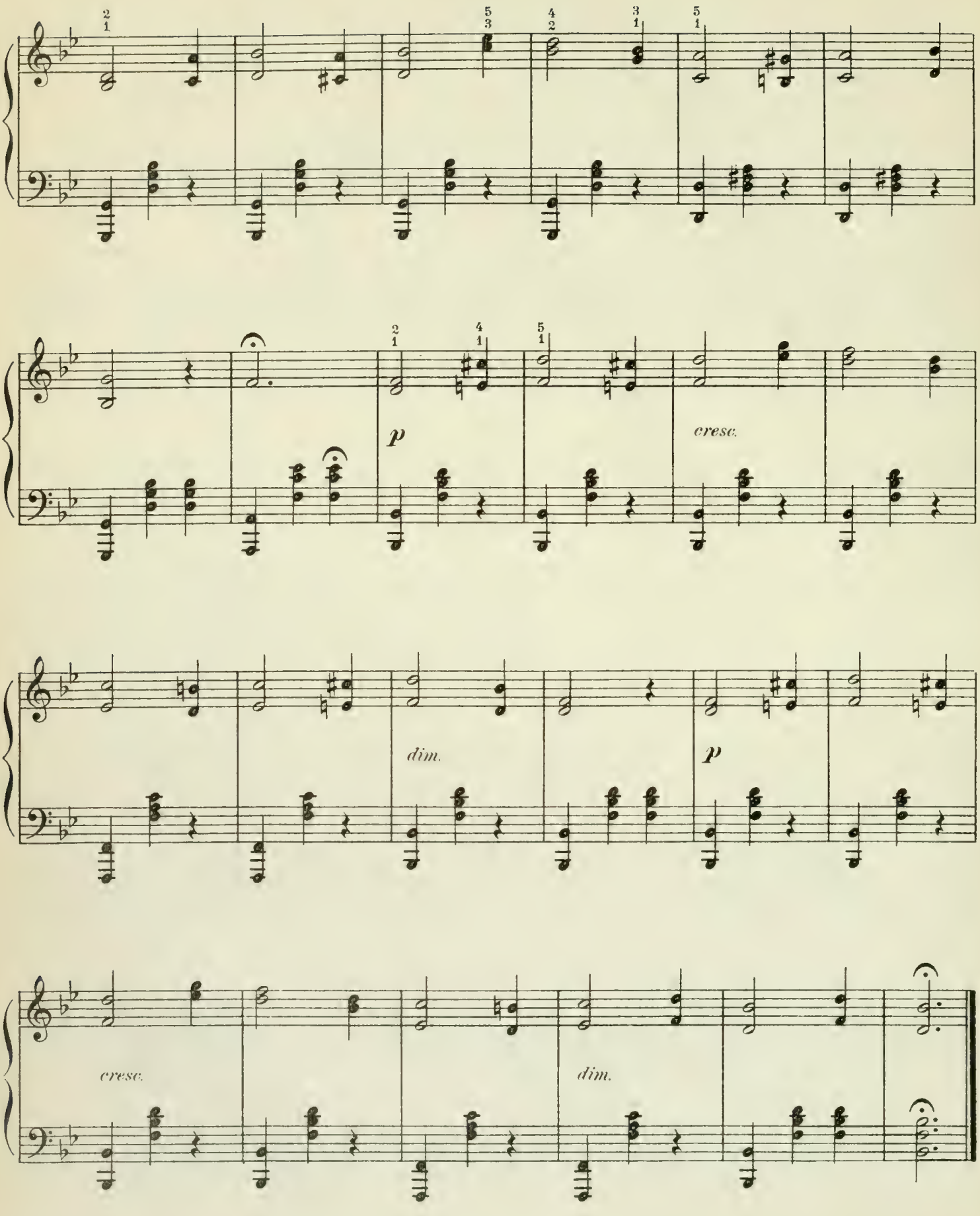



D.C. al Fine

Rowing Song

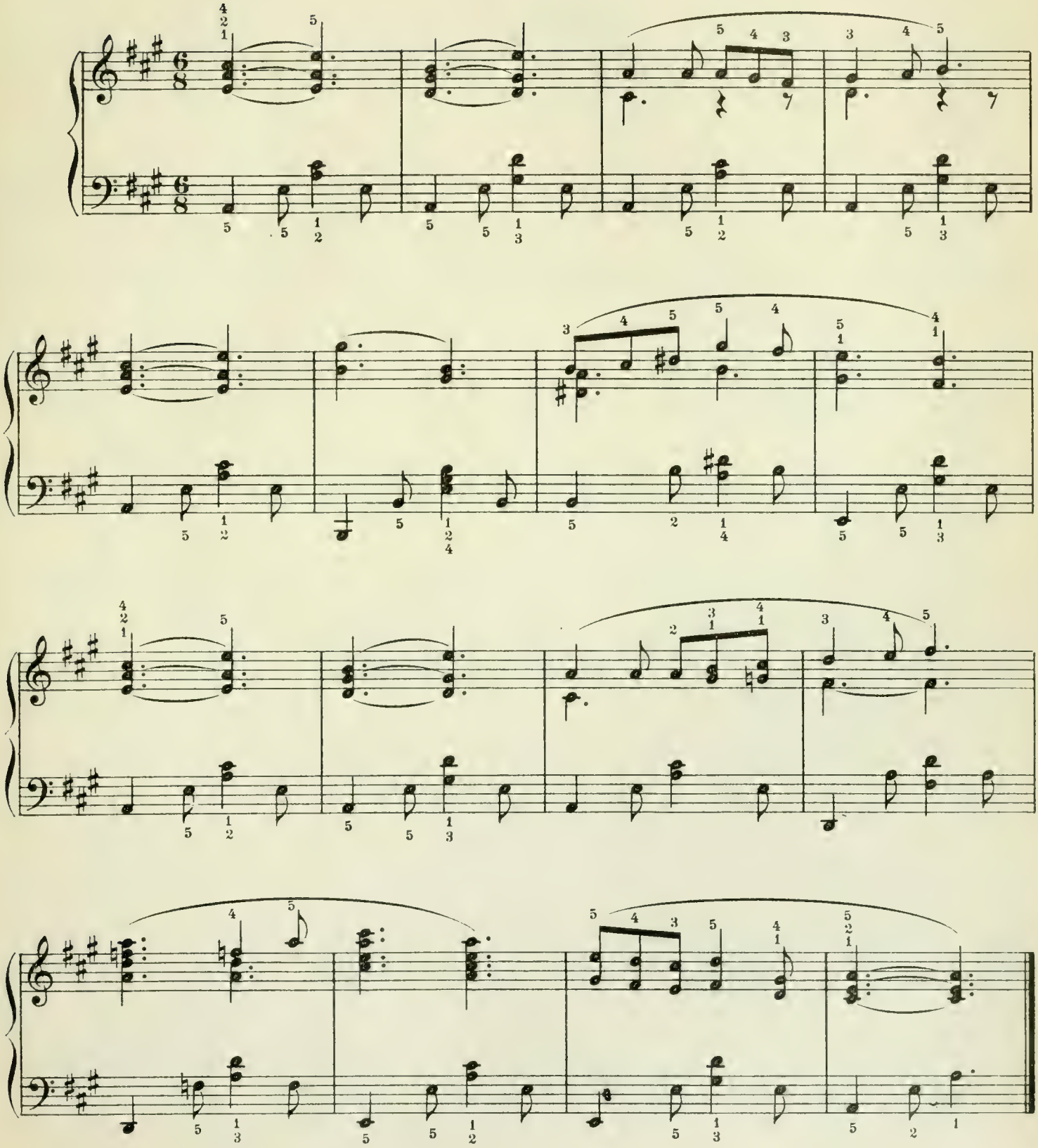
Arranged from OESTEN




p
cresc.
dim.
p
cresc.
dim.

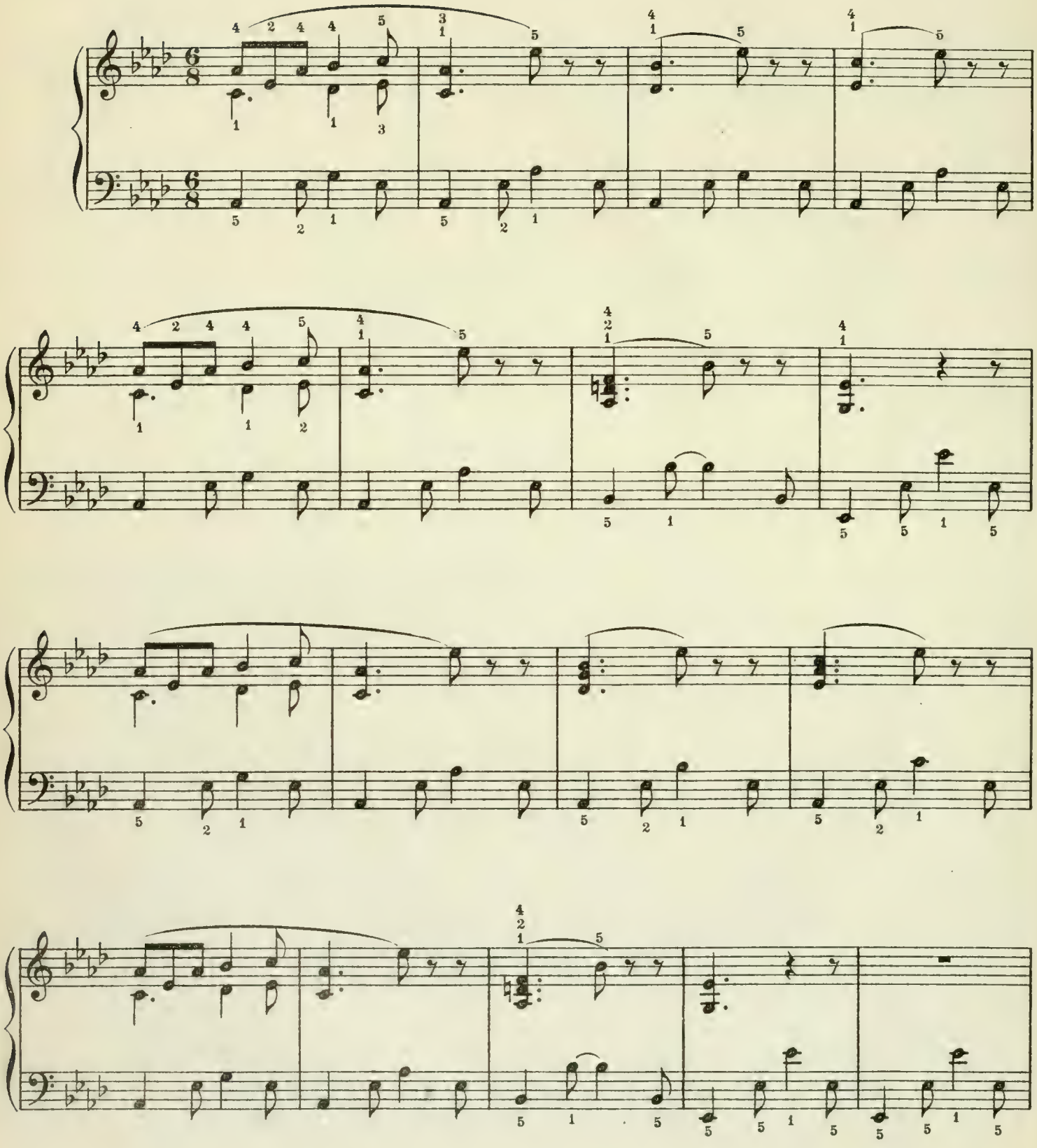
See-Saw

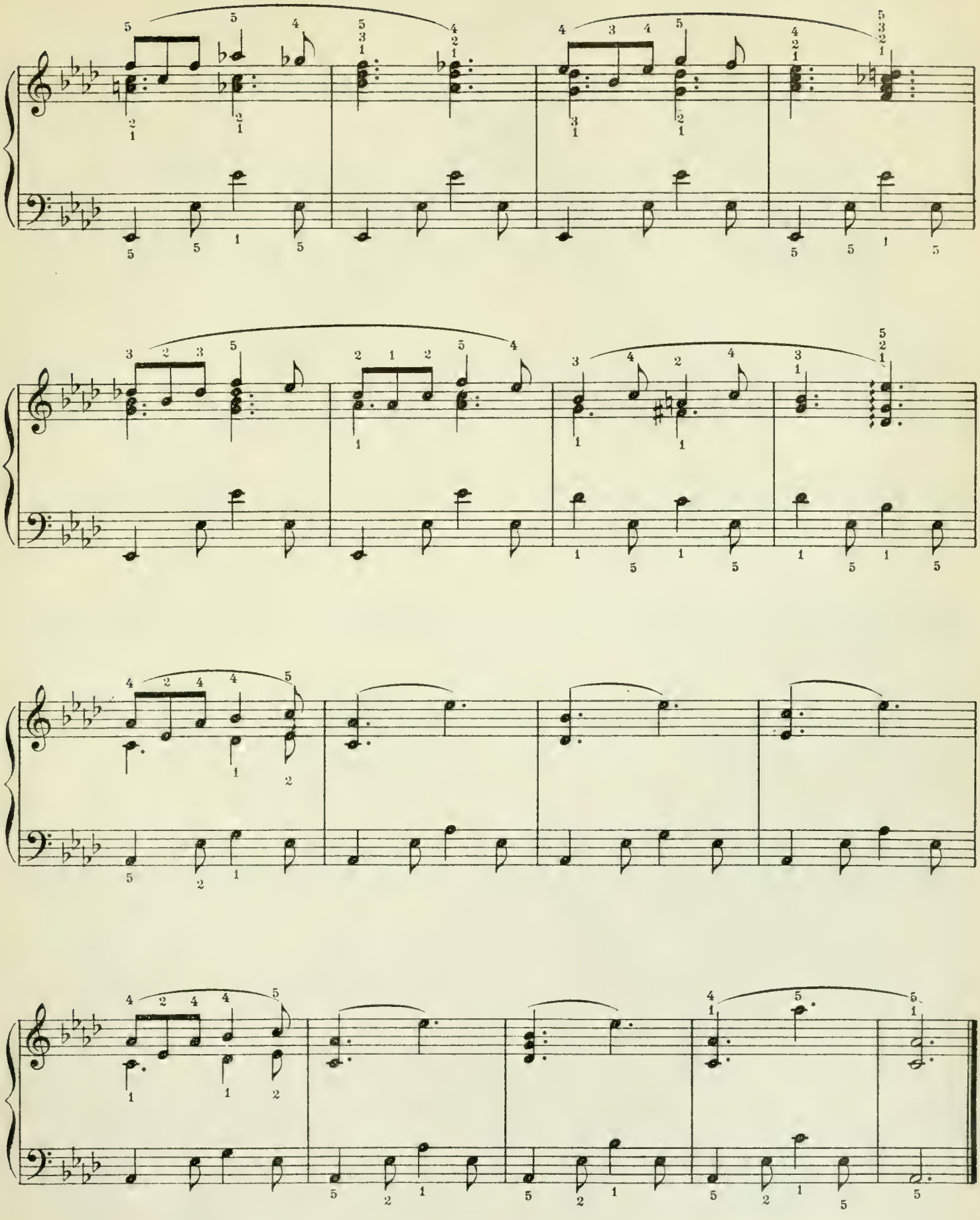
FELIX MARION



Swing Song

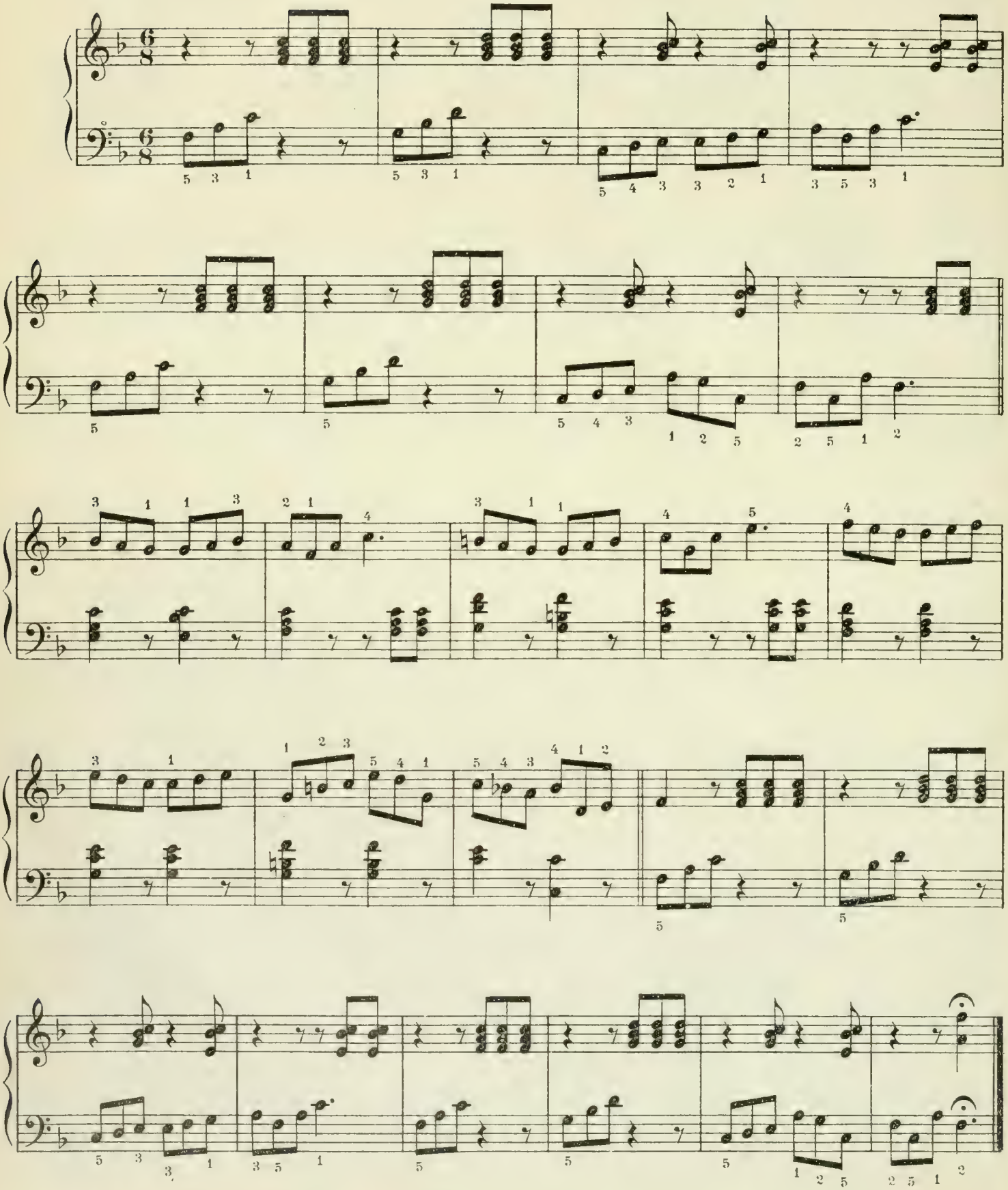
Arranged from FONTAINE





Playing Tag

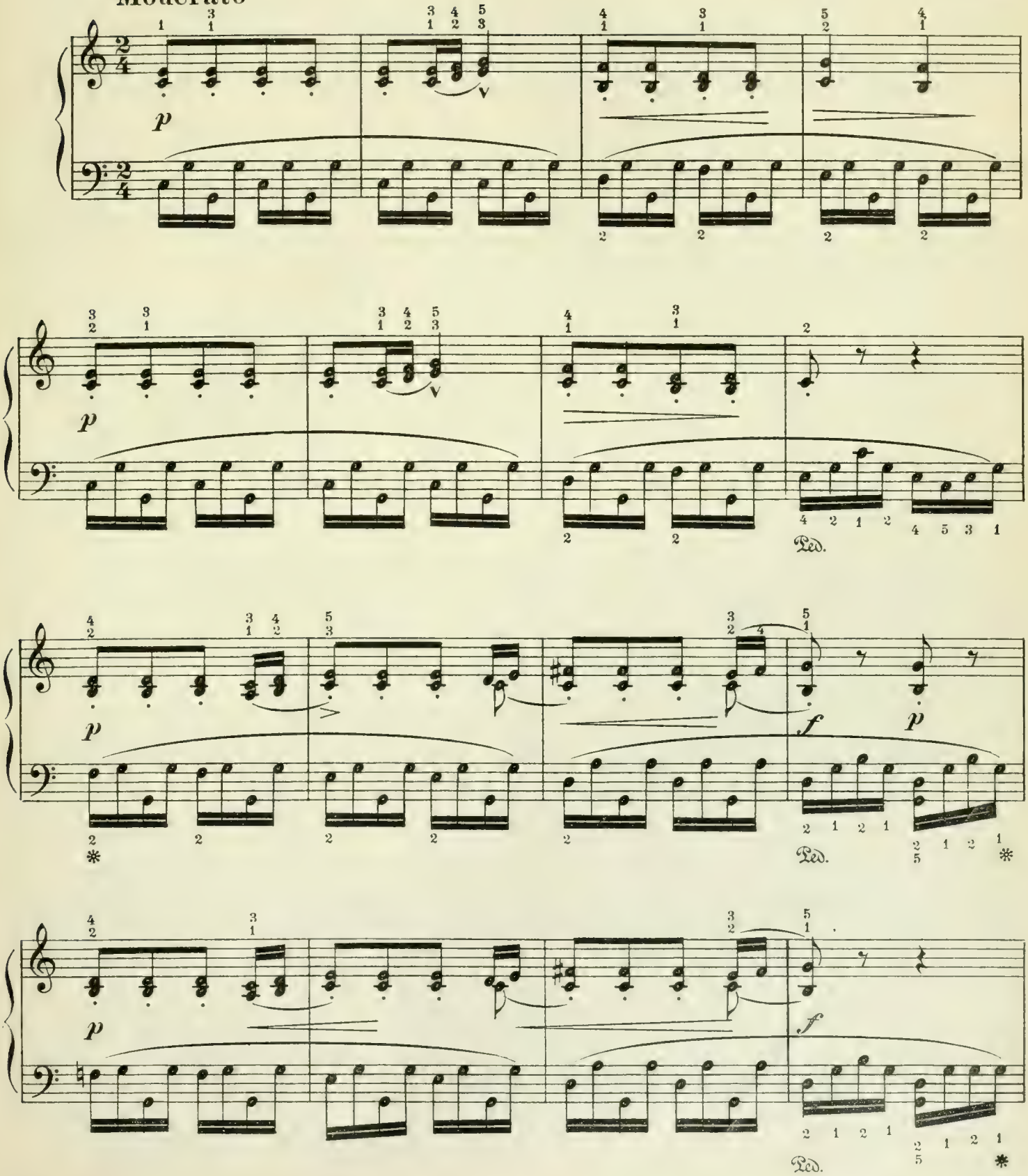
ADLER

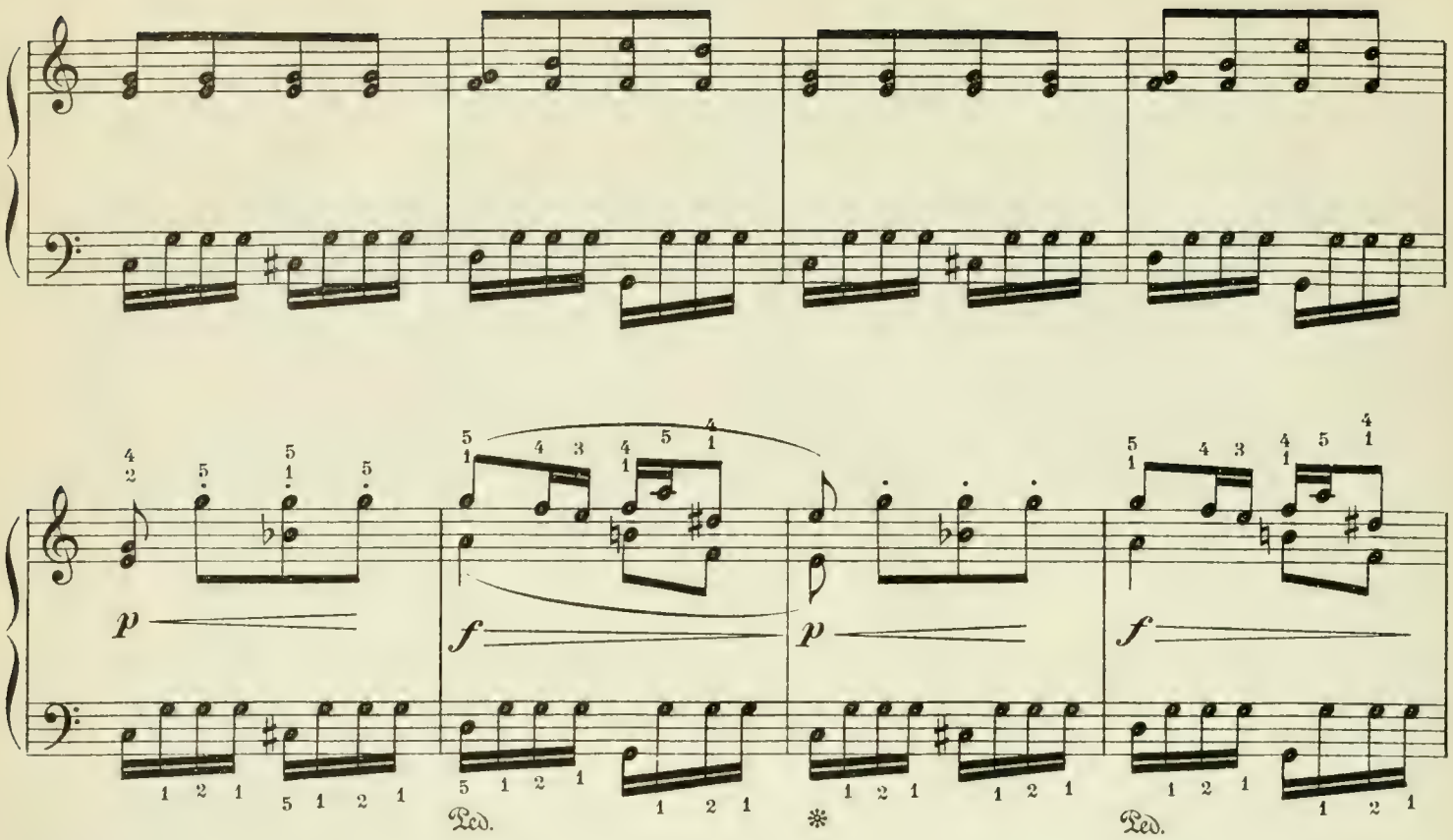


The Wind-Mill

Arranged from JENSEN

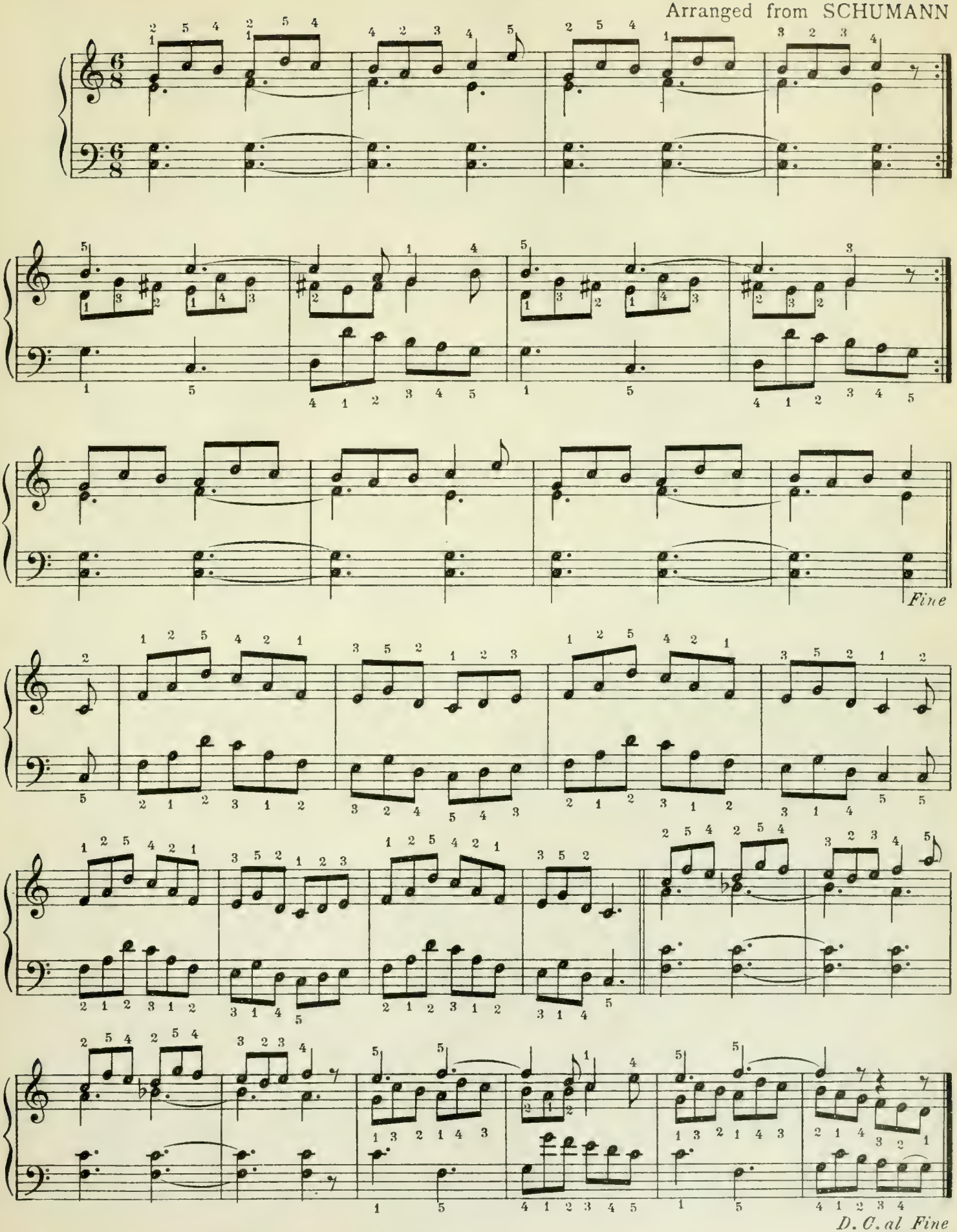
Moderato




p
f
p
f
Ped.
*
Ped.

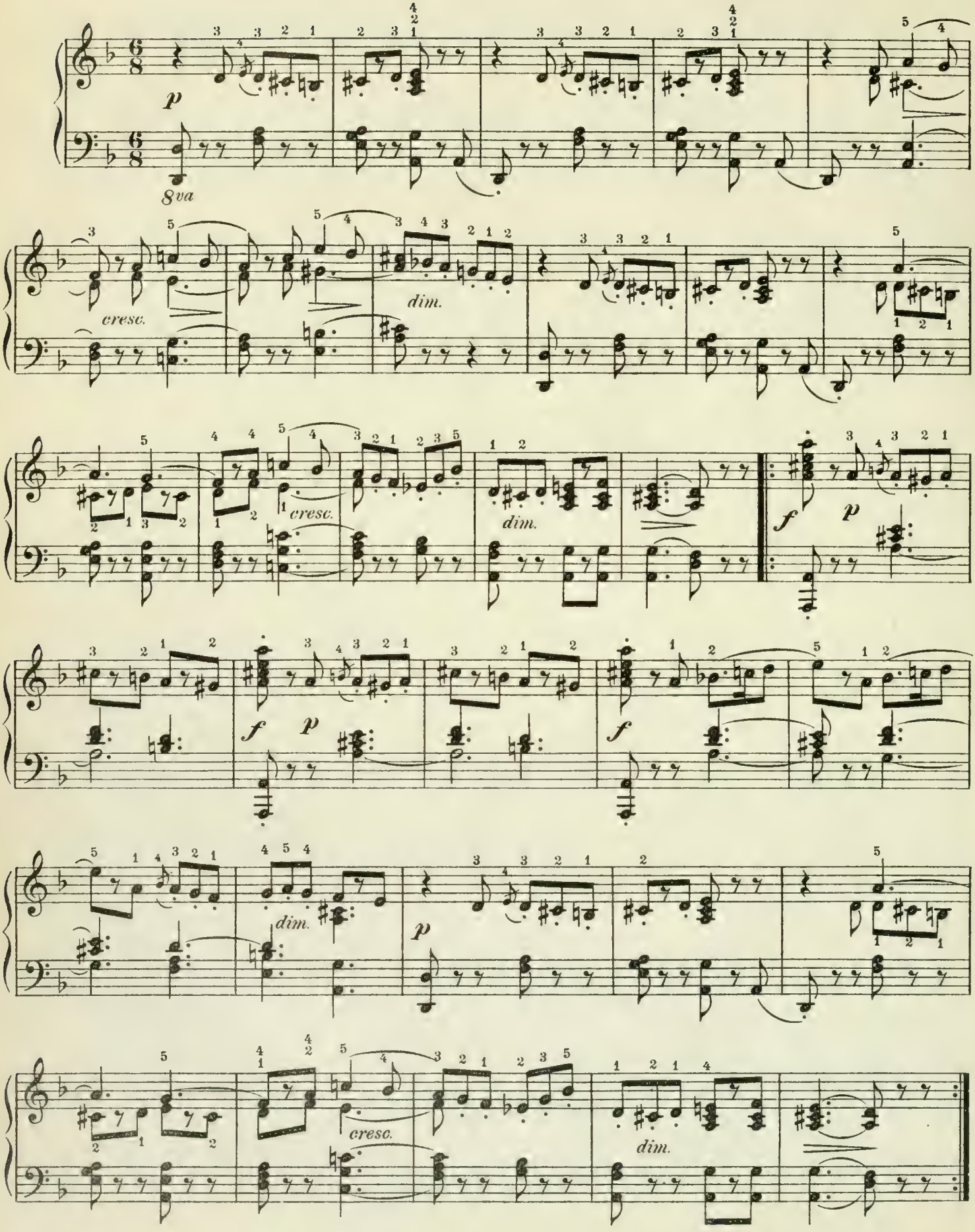
Mowing Song

Arranged from SCHUMANN



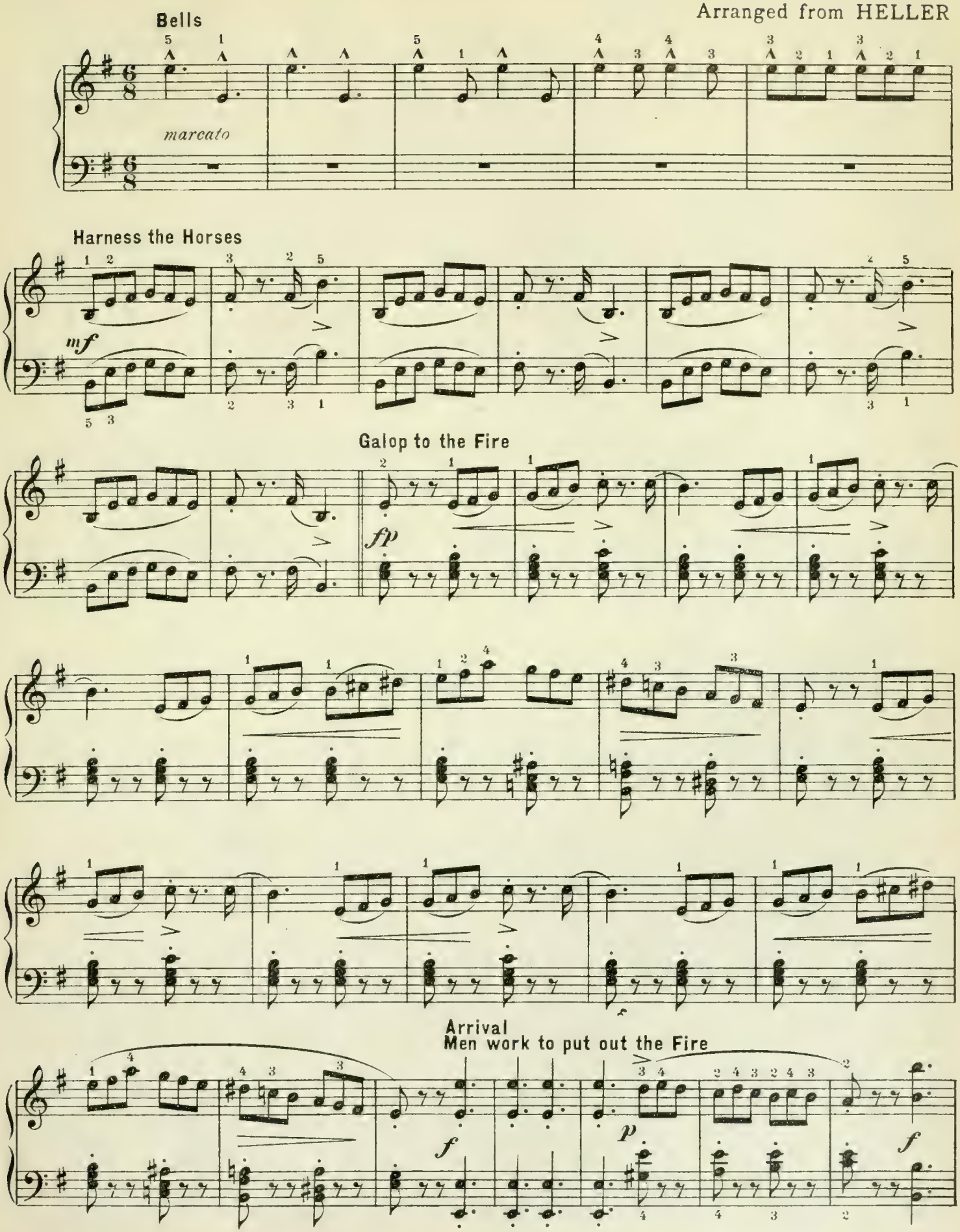
Elephants

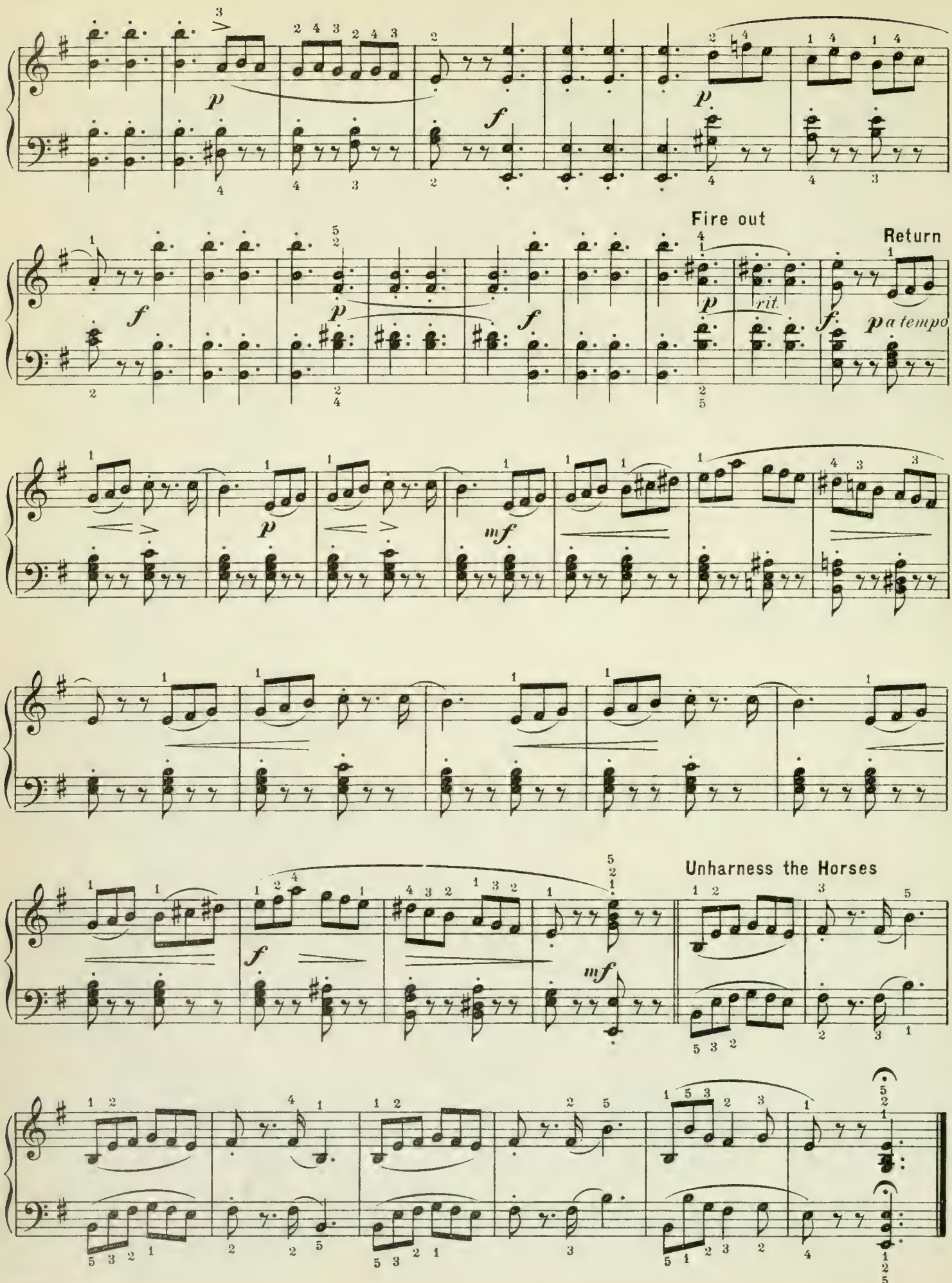
Arranged from GOUNOD



Fire Engine

Arranged from HELLER

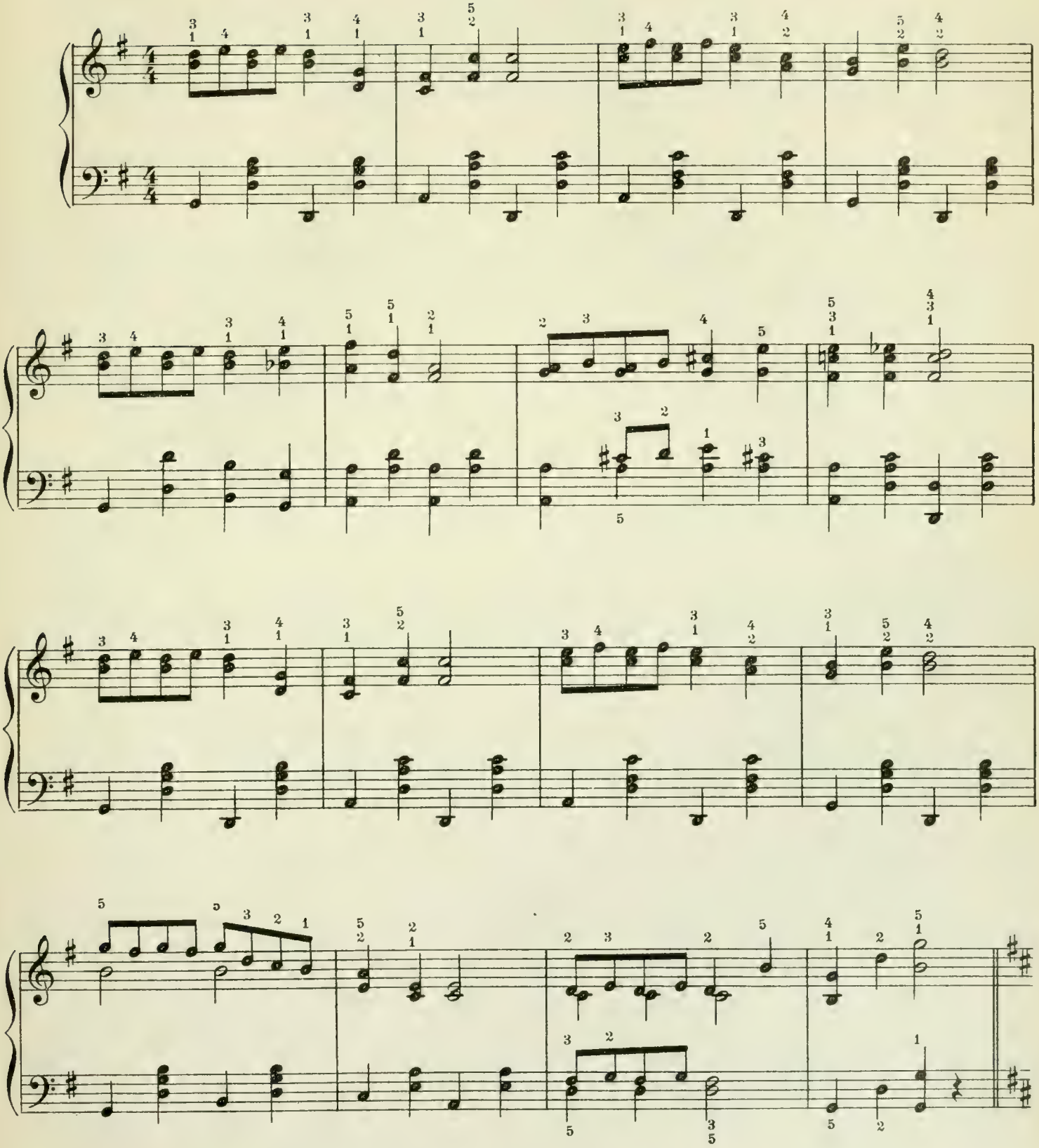


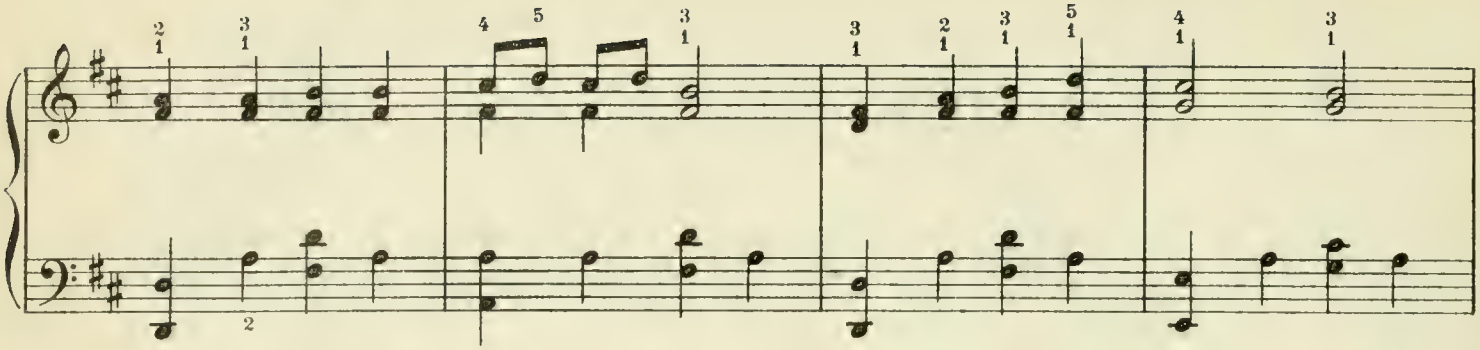

Fire out
Return
Unharness the Horses

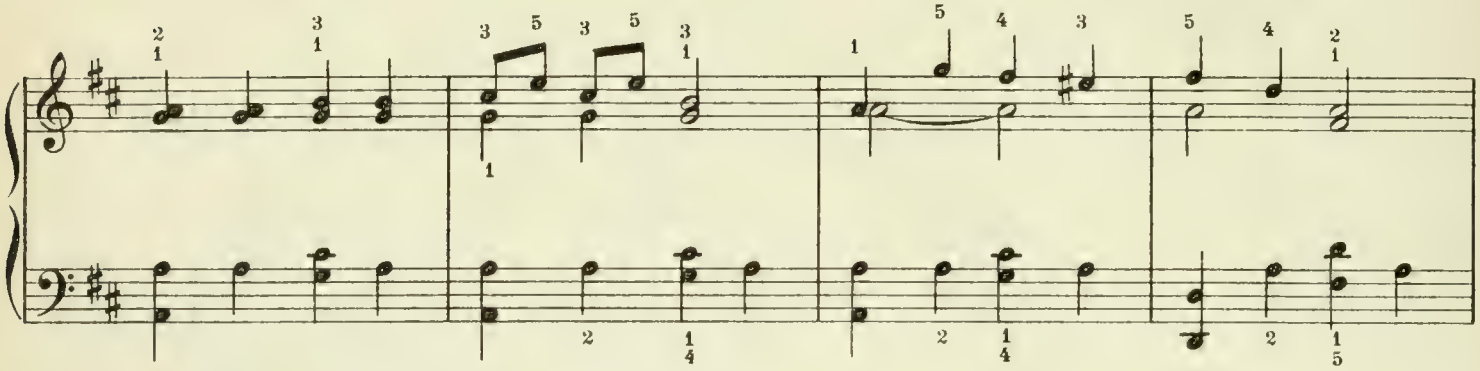
La Grace

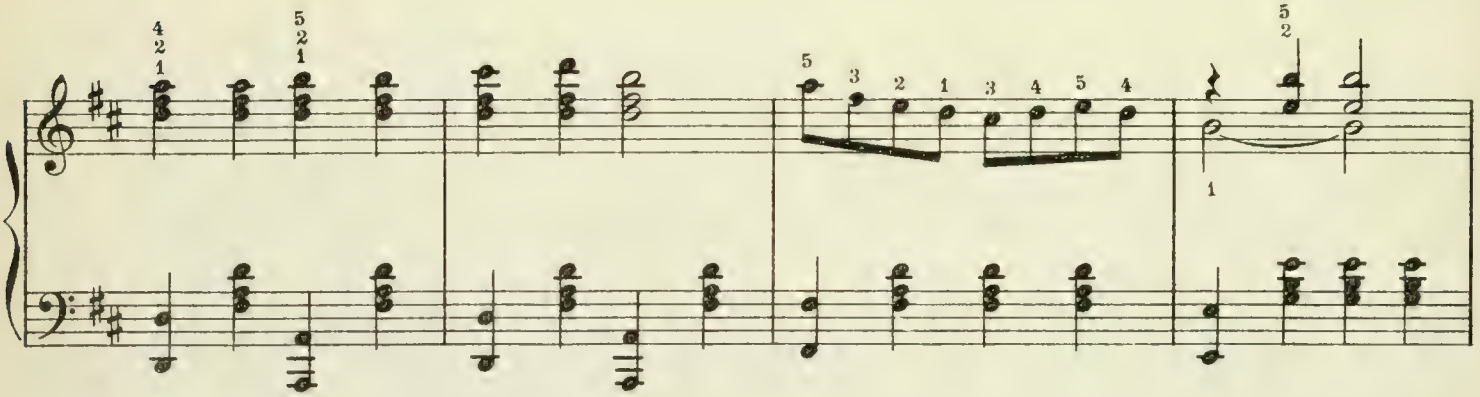
Side Skip

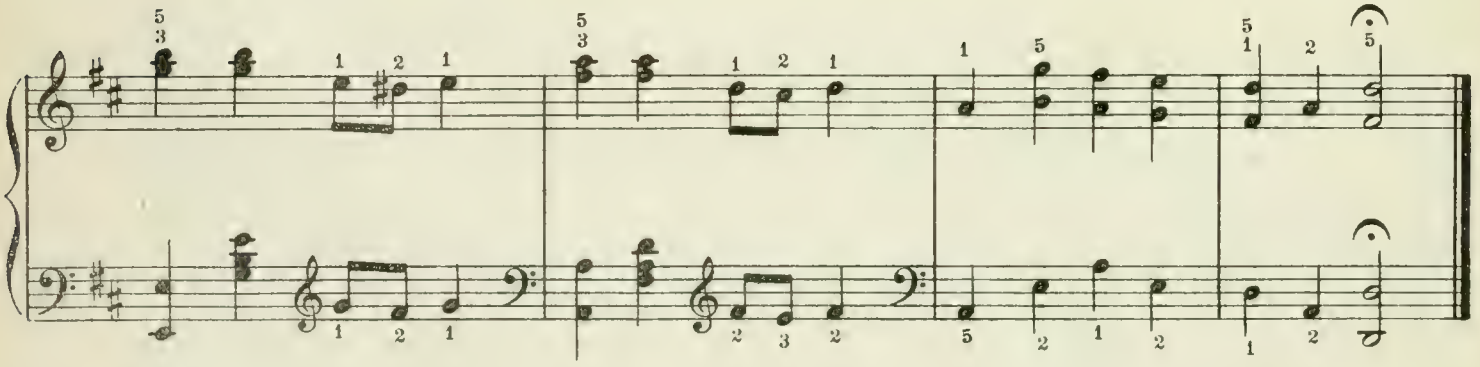
FRANZ ADLER







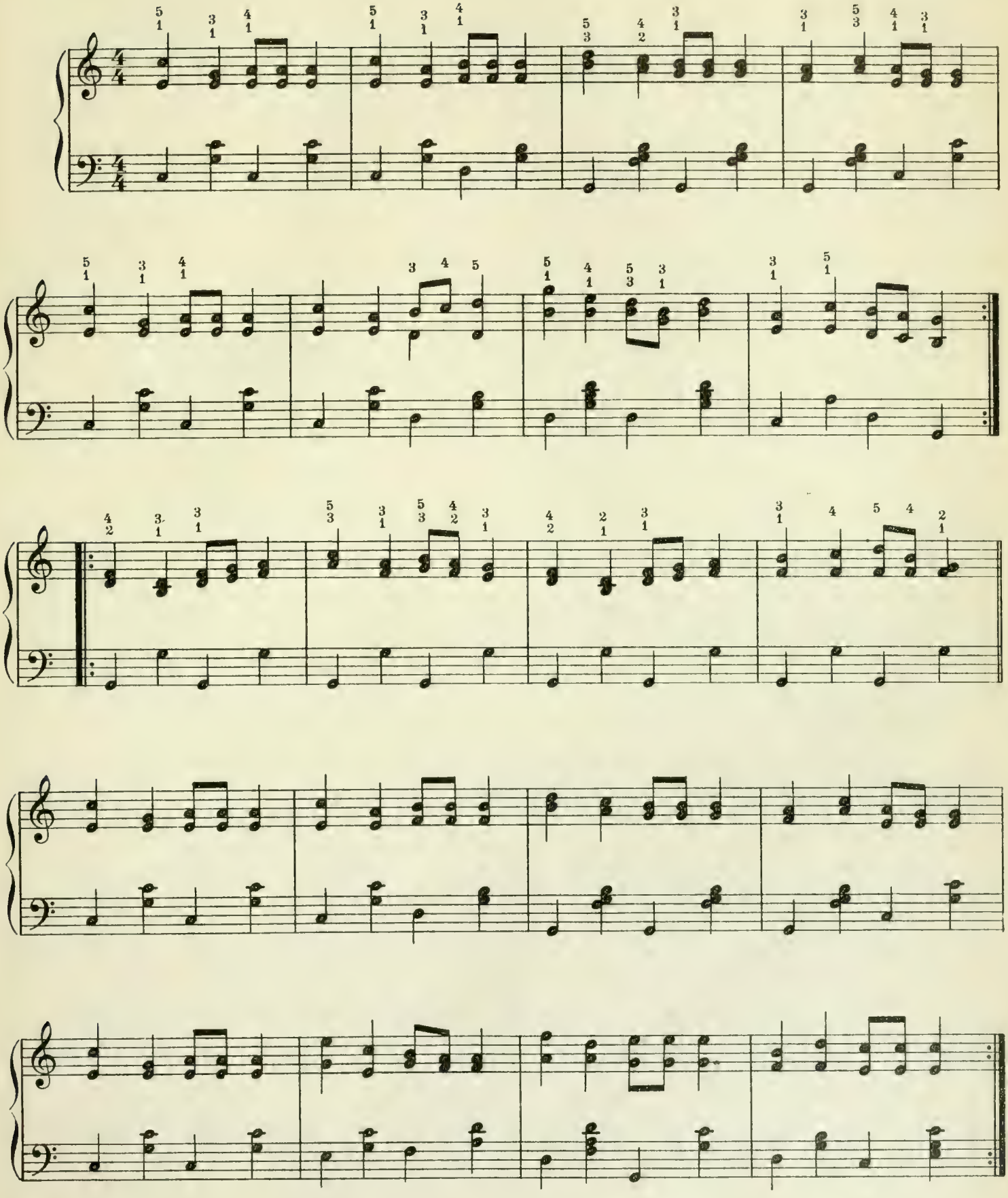




D.C. ad libitum

Heel and Toe

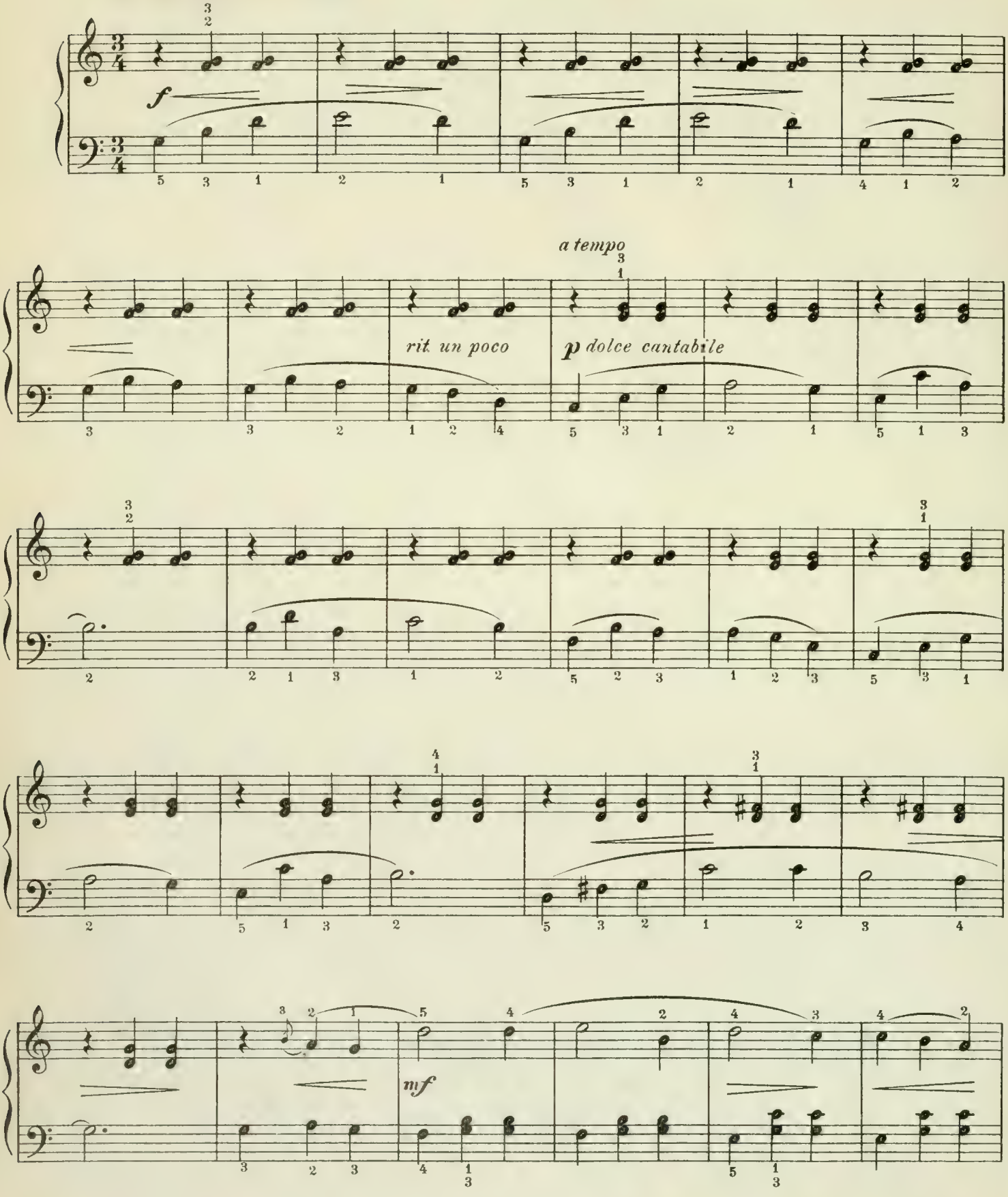
JOHN PARKER

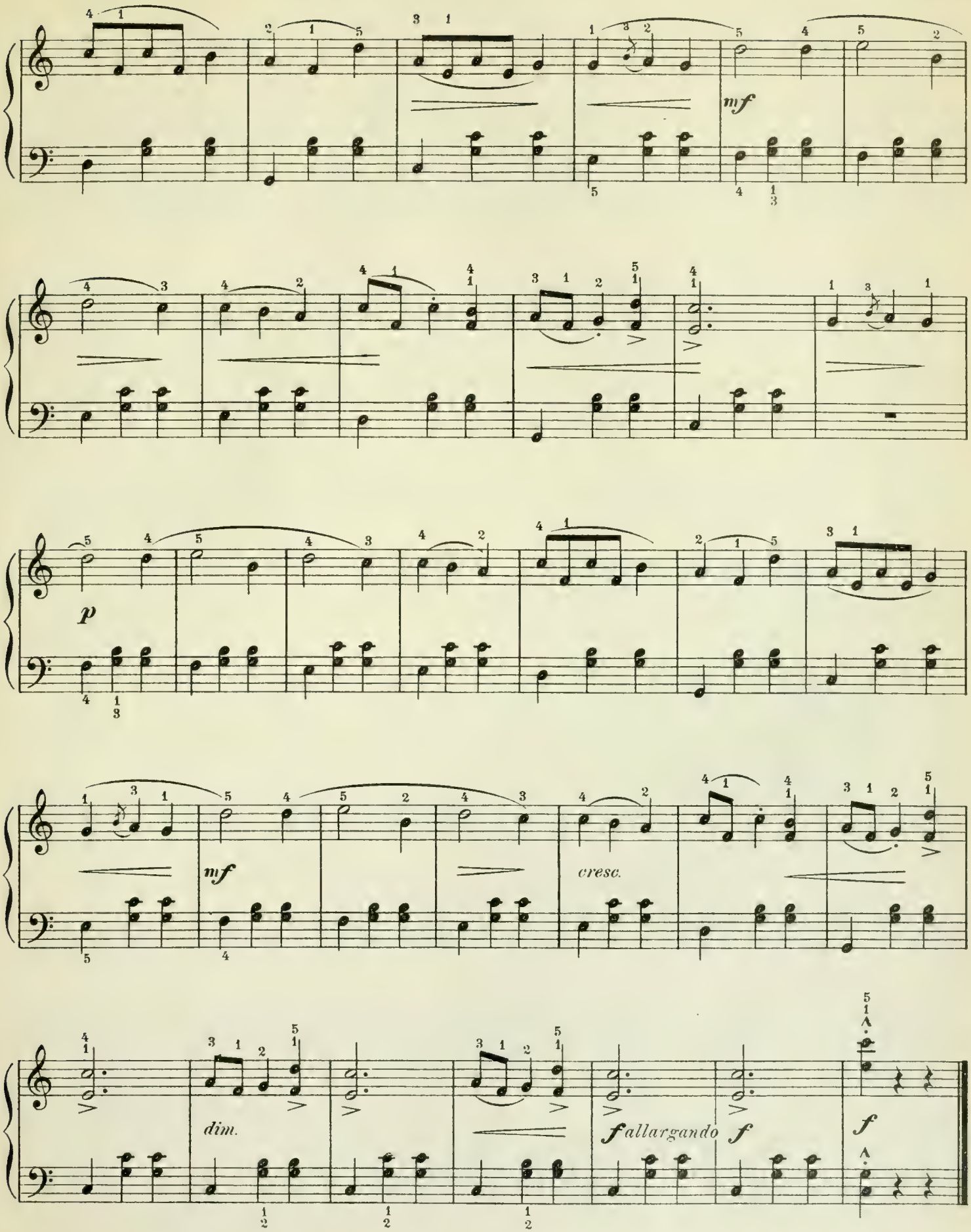


Fairy Music

Arranged from BEAUMONT

Moderato con moto

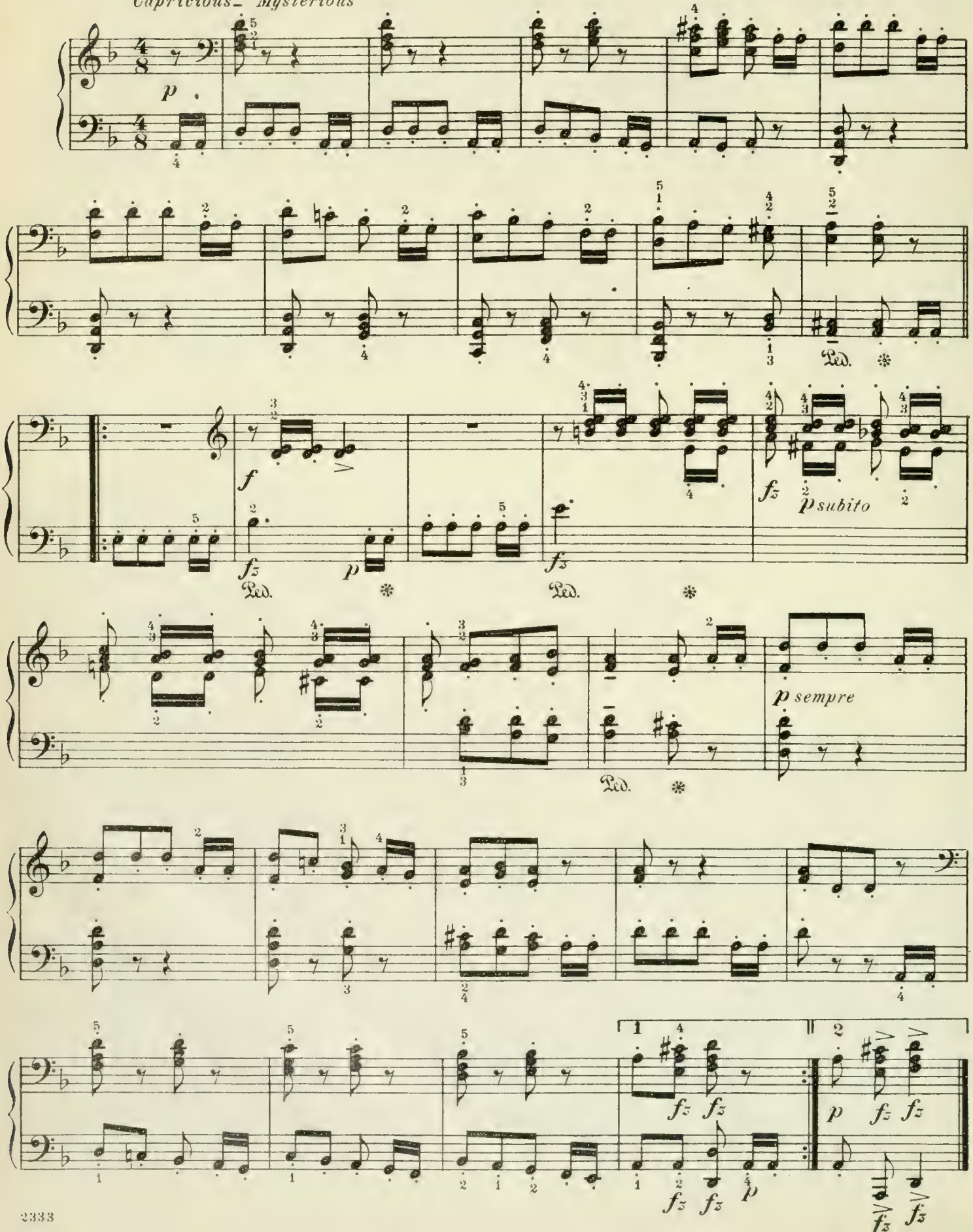



mf
p
mf
cresc.
dim.
fallargando
f
f

Dance of the Gnomes

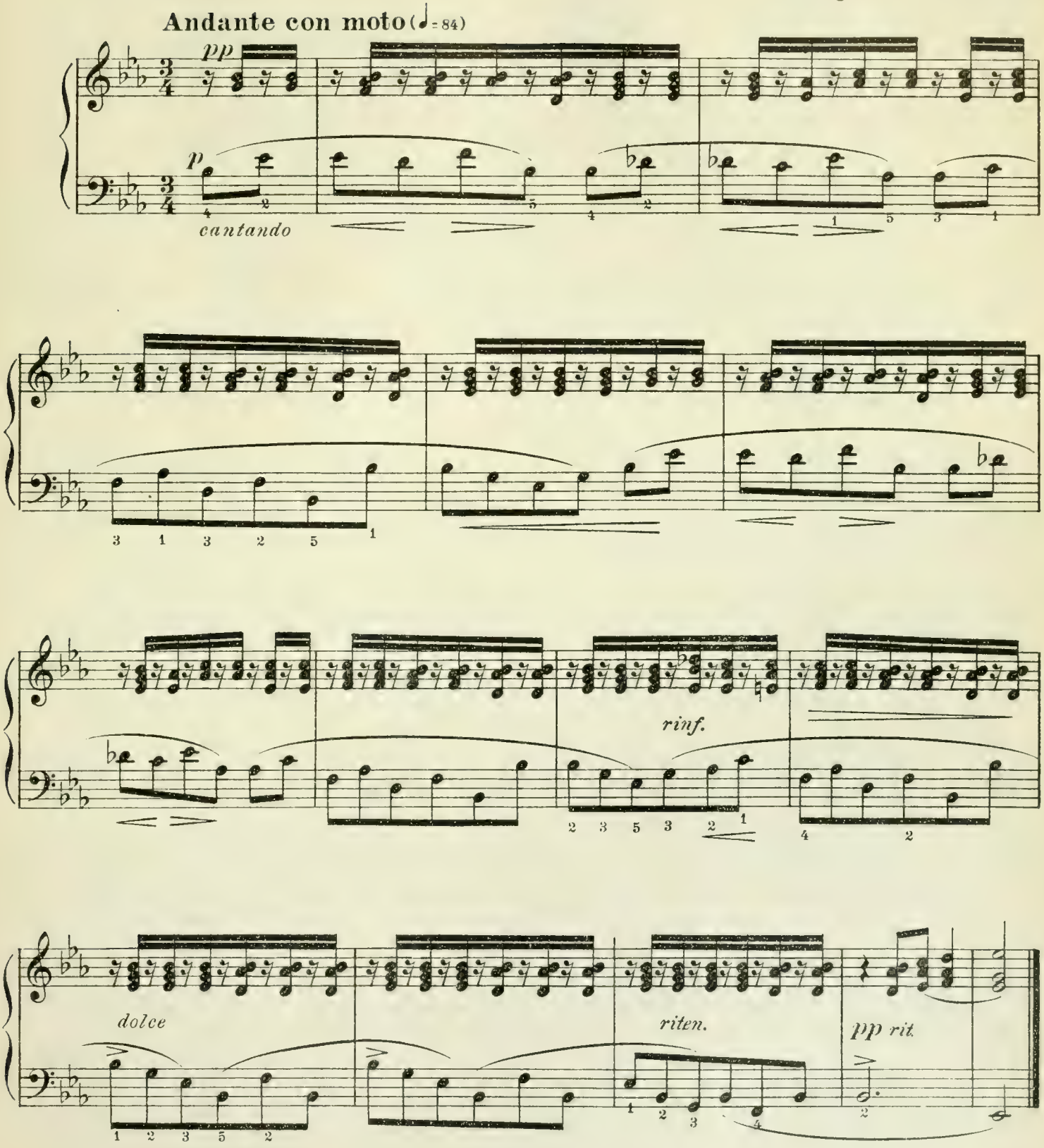
Moderately slow
Capricious_ Mysterious

Arranged from REINHOLD



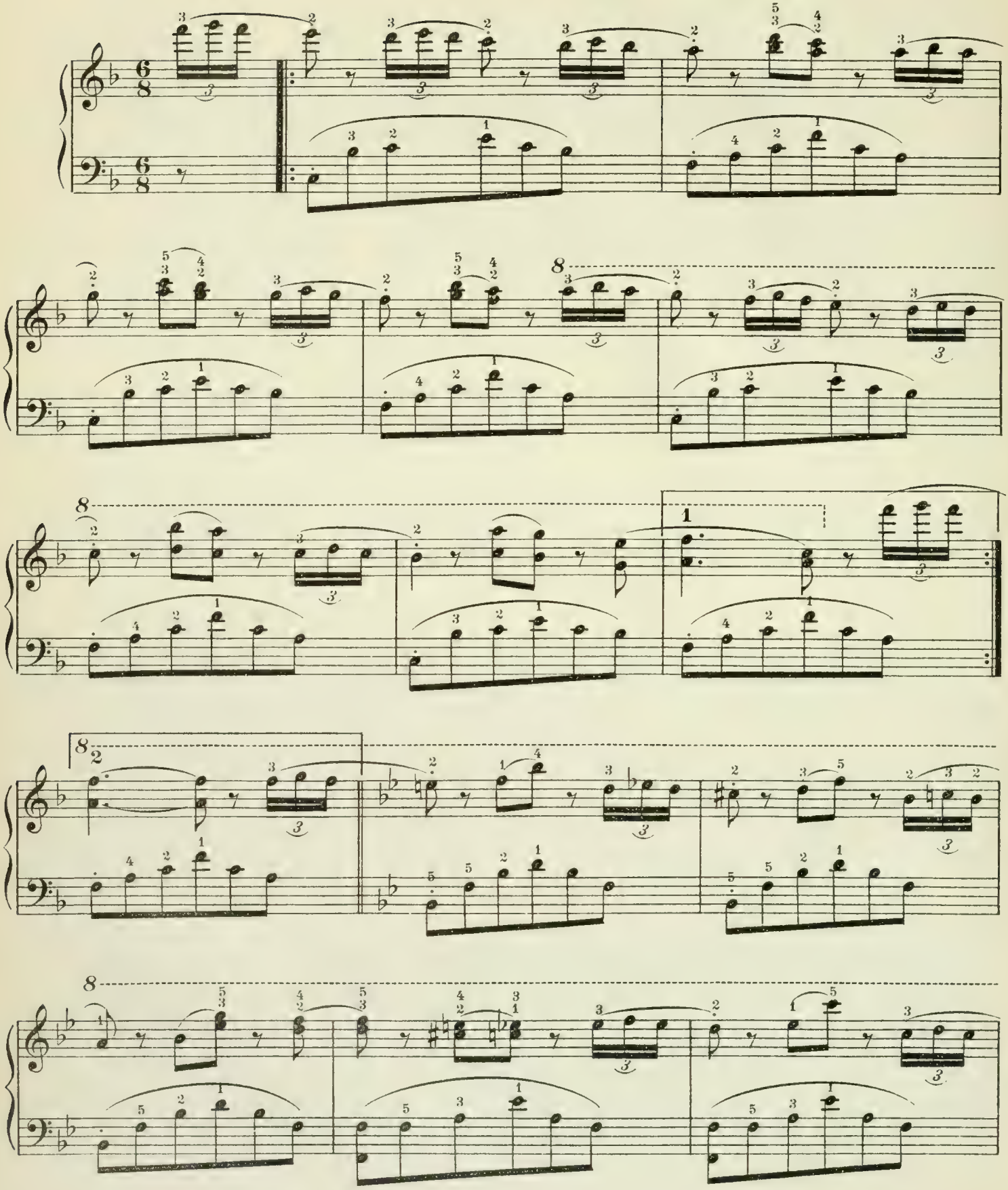
Elves at Play

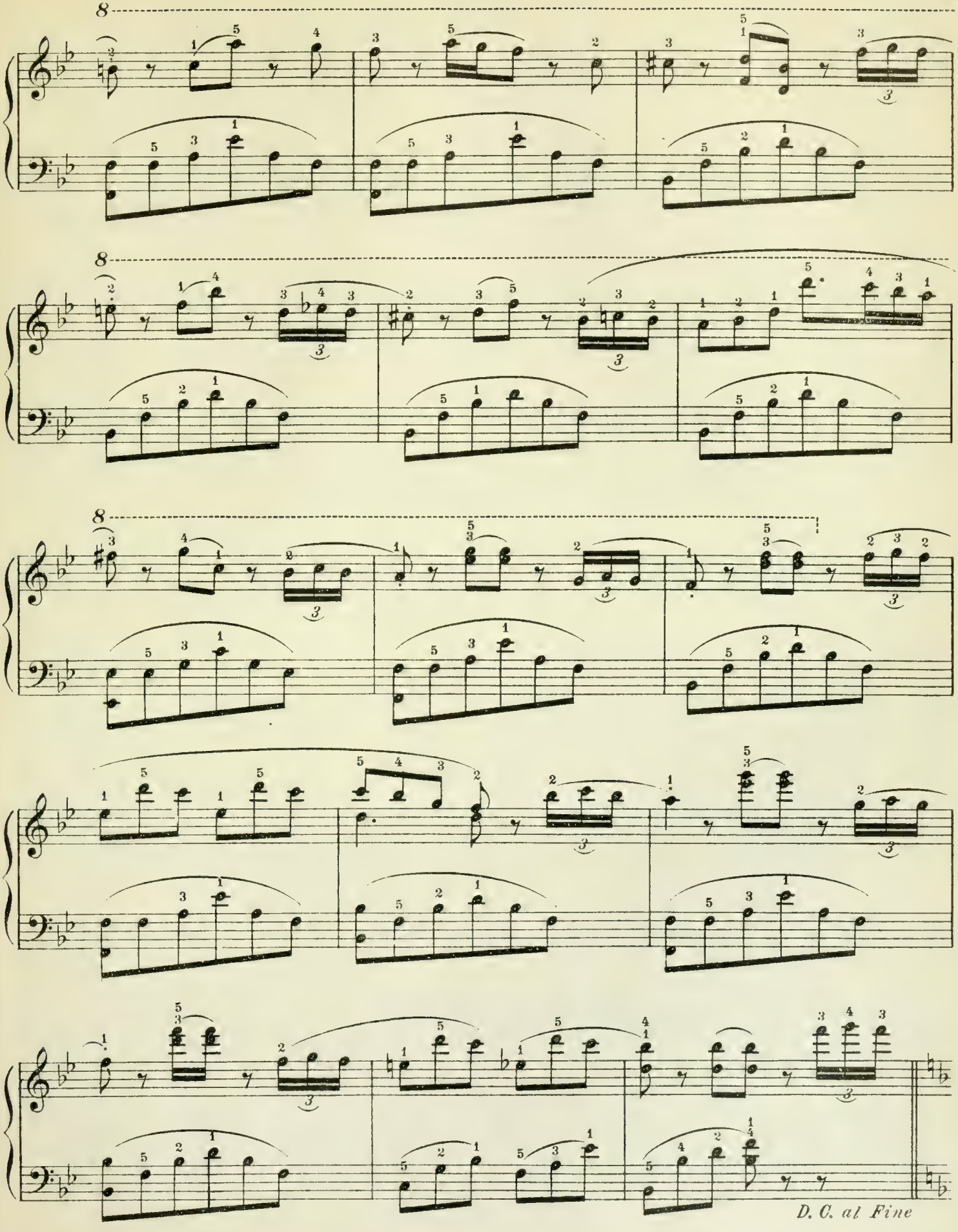
Arranged from HELLER



Rolling the Hoop

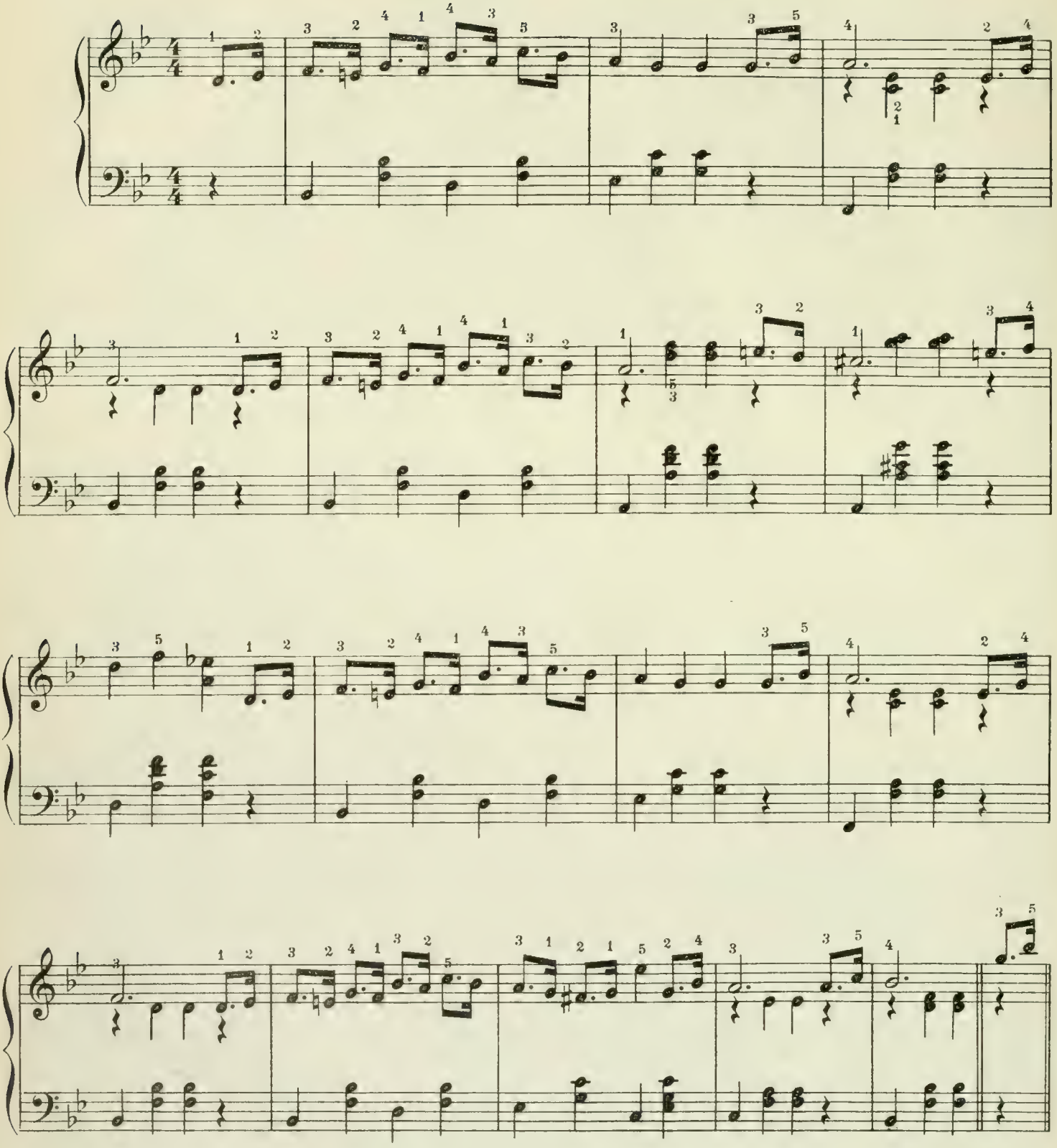
Arranged from LICHNER



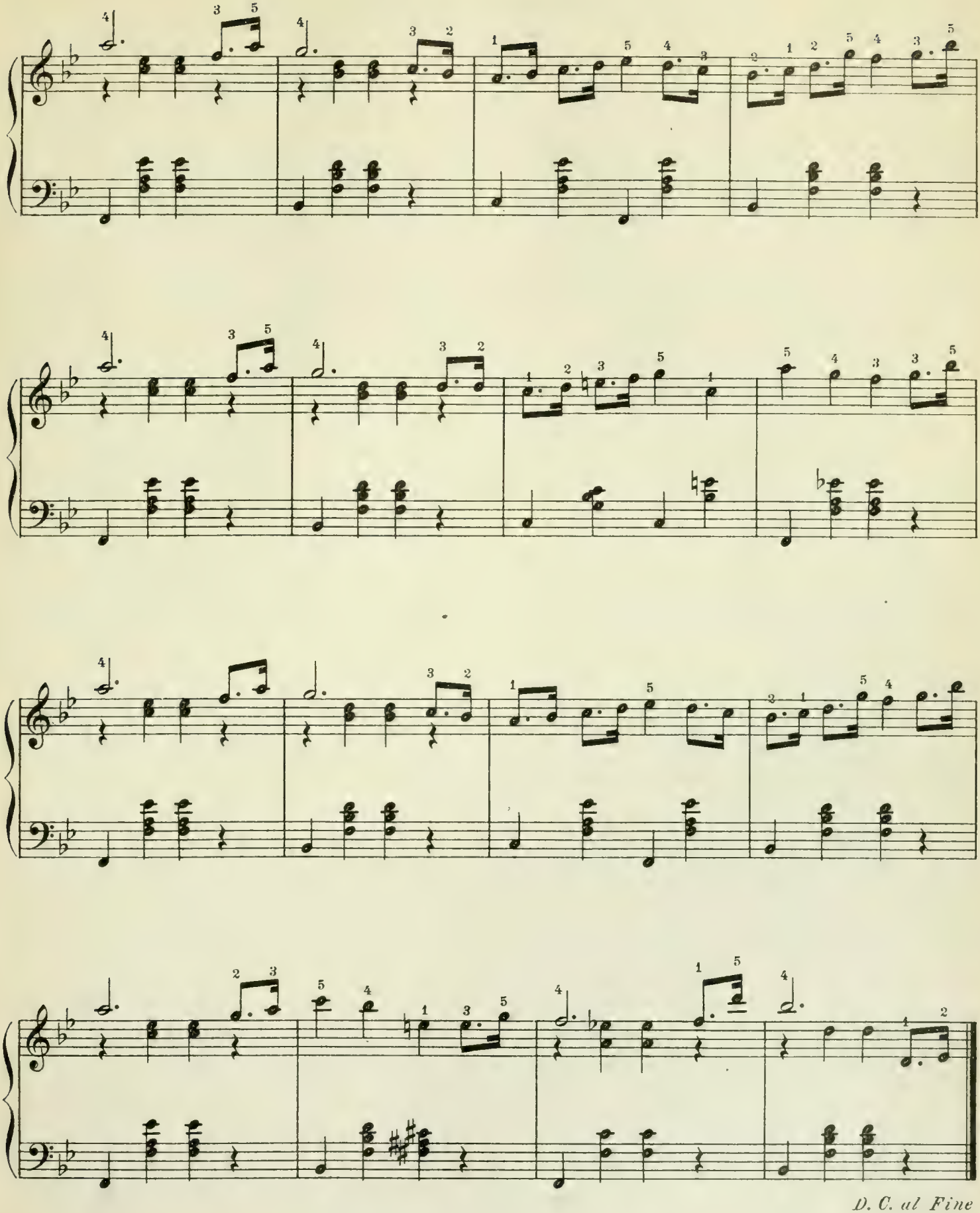

8
8
8
D. C. al Fine

The Hobby-Horse

JOHN PARKER



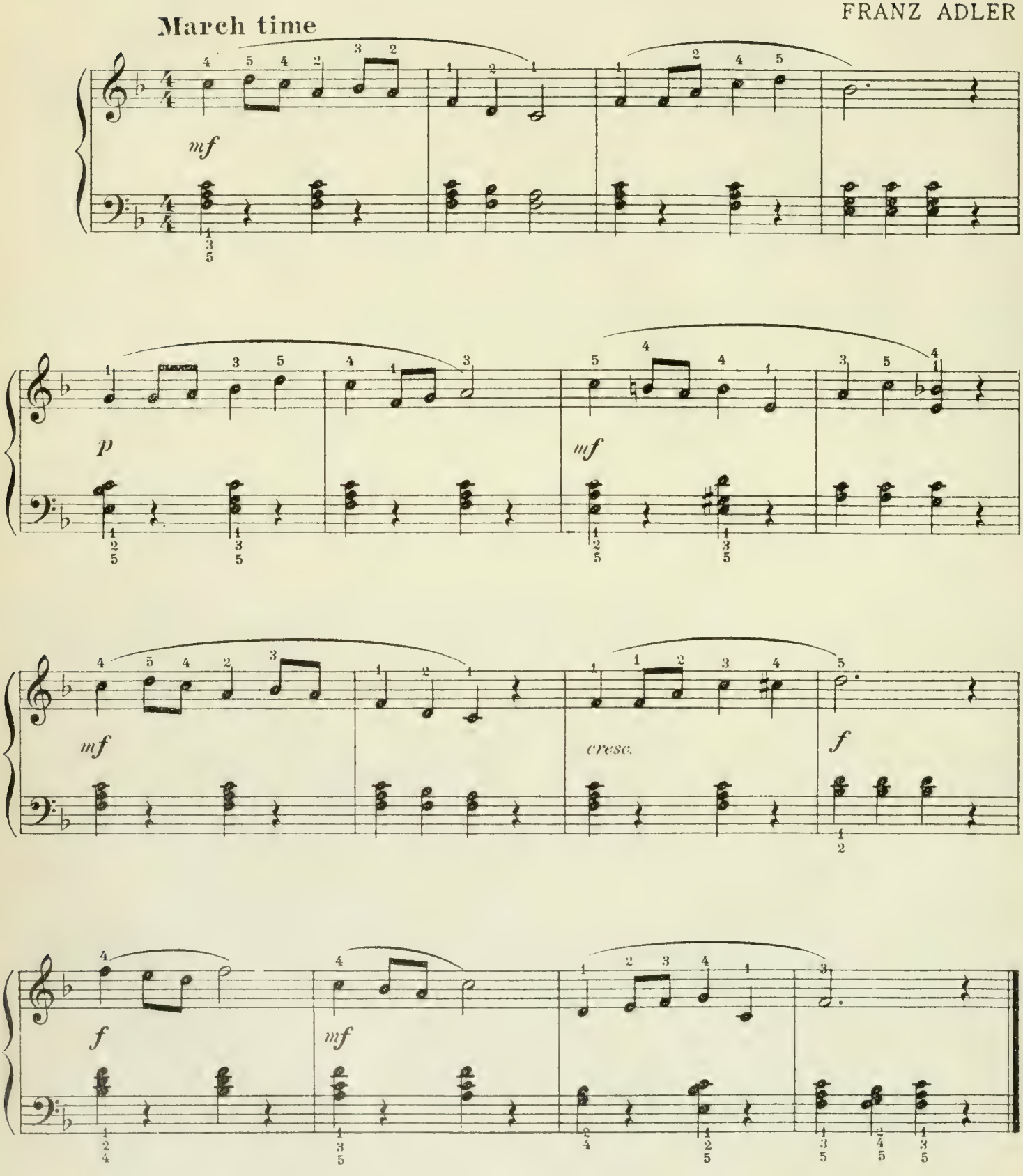
Fine



D. C. al Fine

The Trumpet and Drum

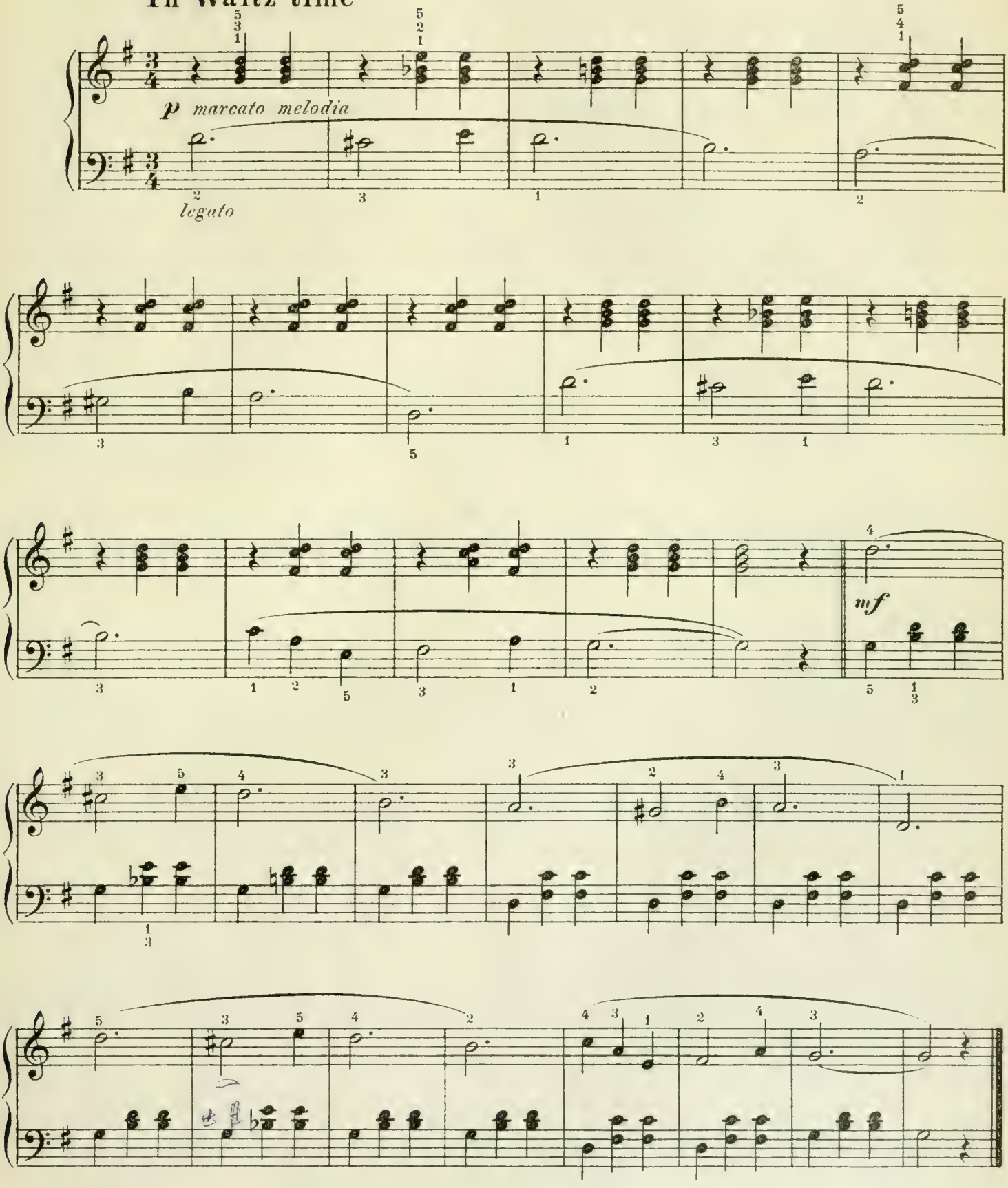
FRANZ ADLER



The Dancing Doll

FRANZ ADLER

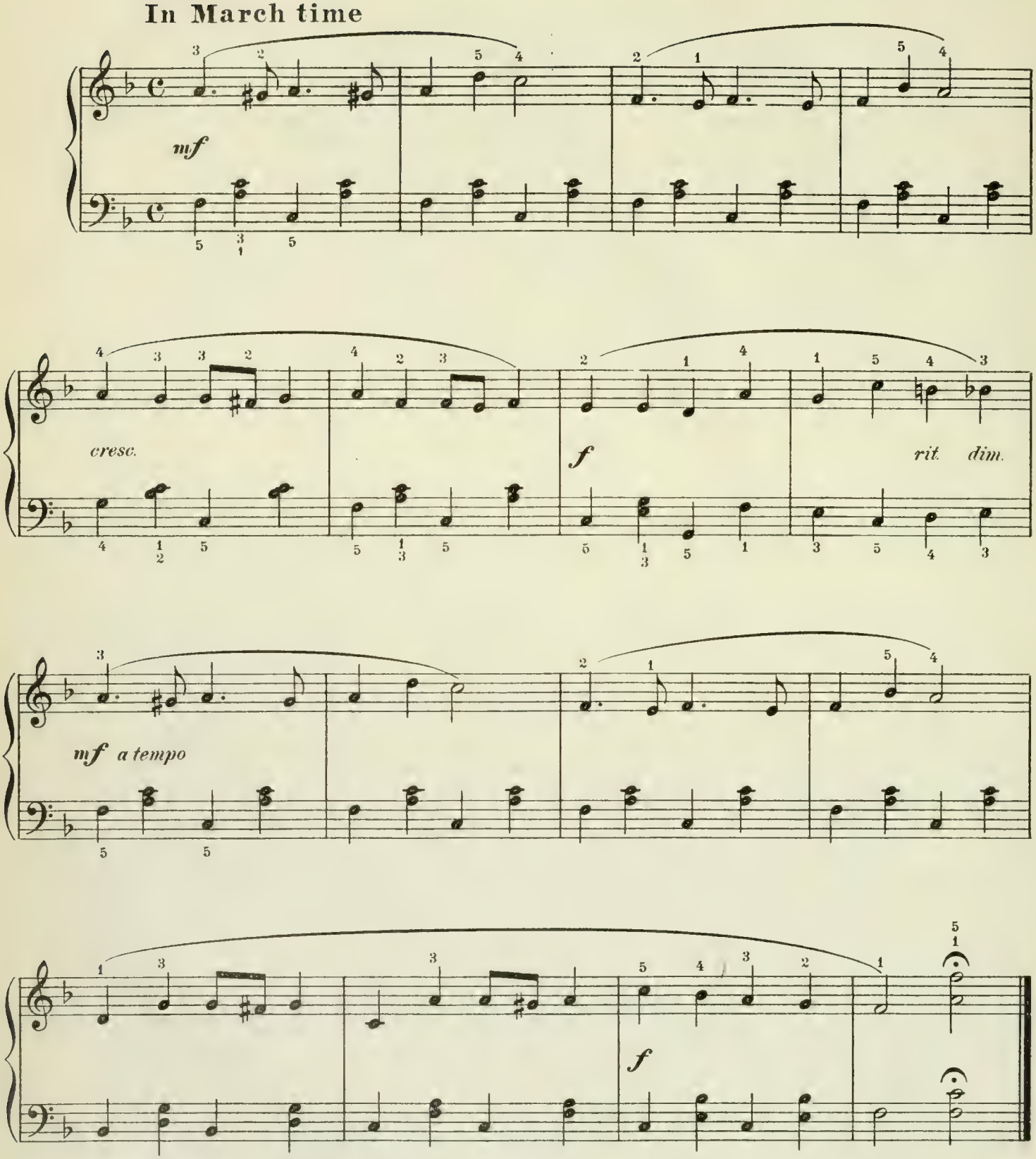
In Waltz time



The Tin Soldier

FRANZ ADLER

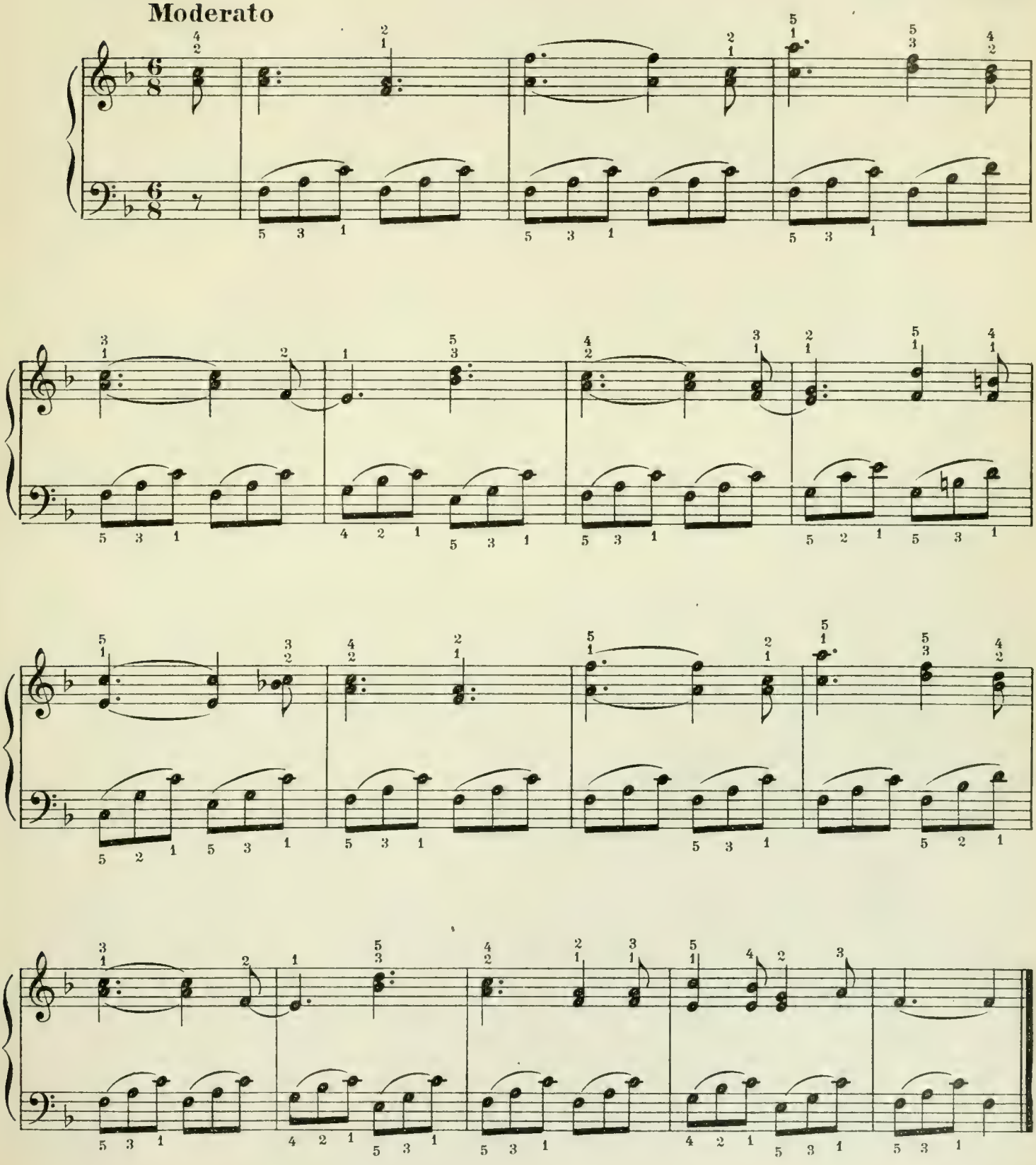
In March time



The Rocking-Horse

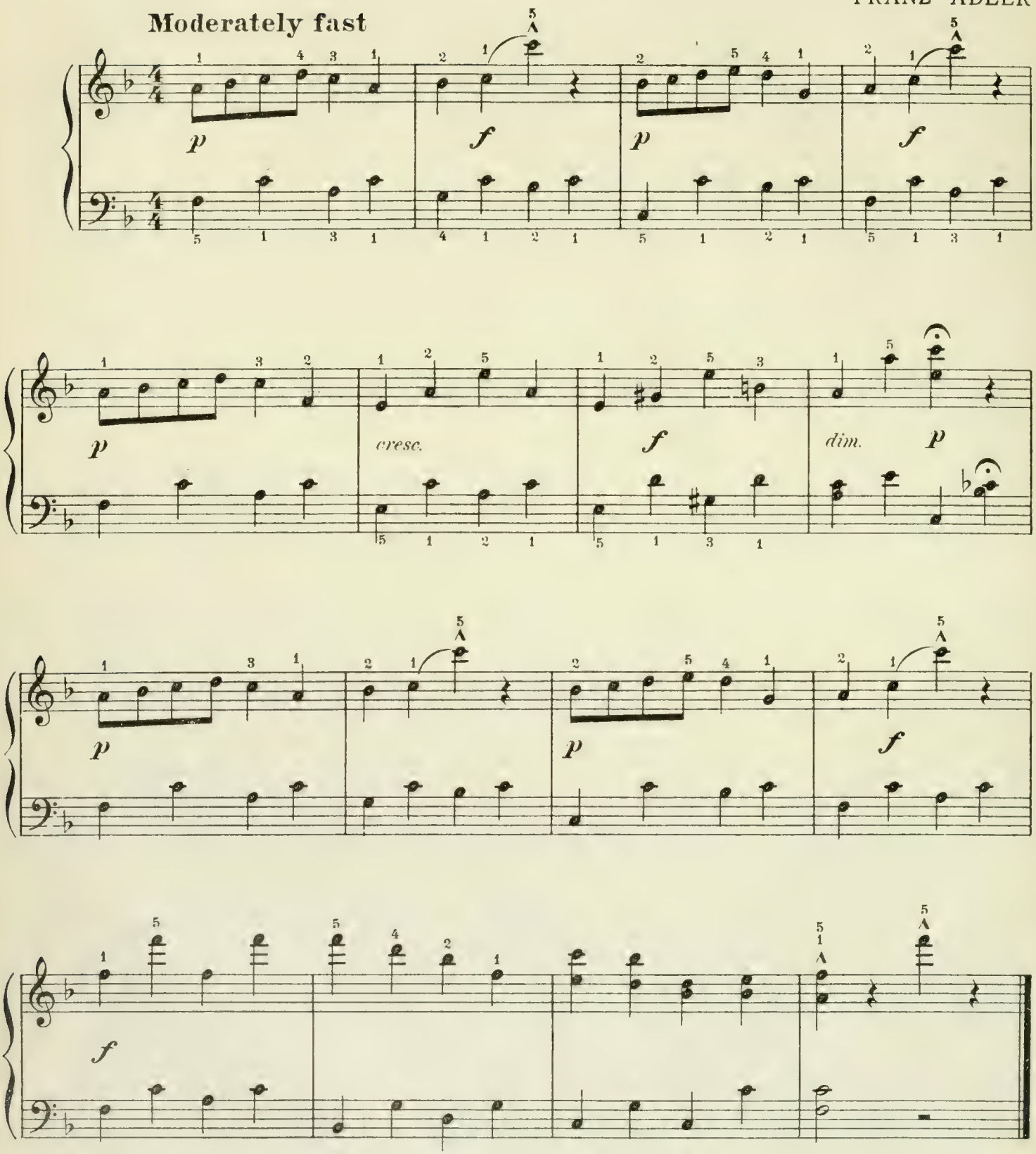
FRANZ ADLER

Moderato



The Jack-in-the-Box

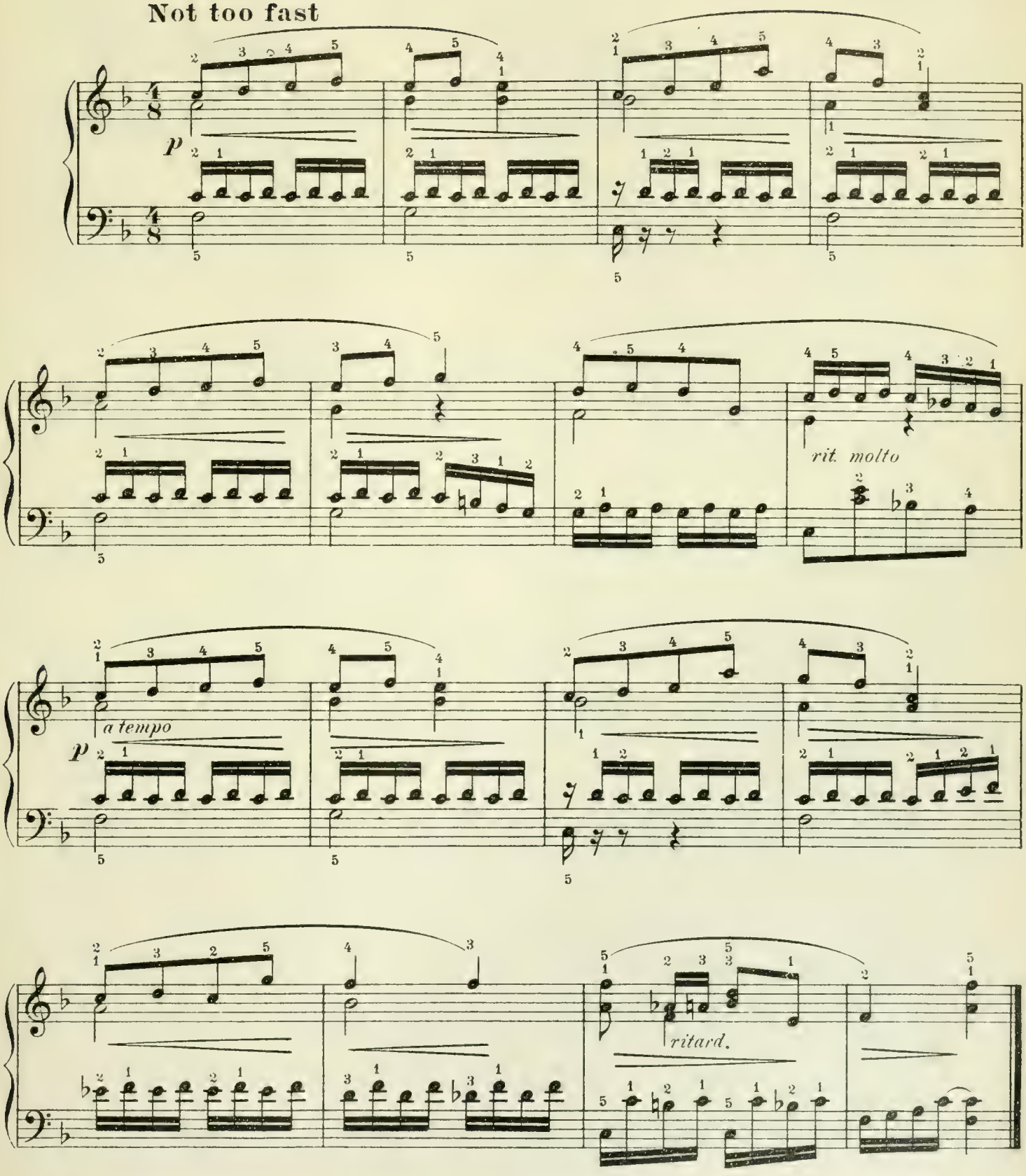
FRANZ ADLER



The Top

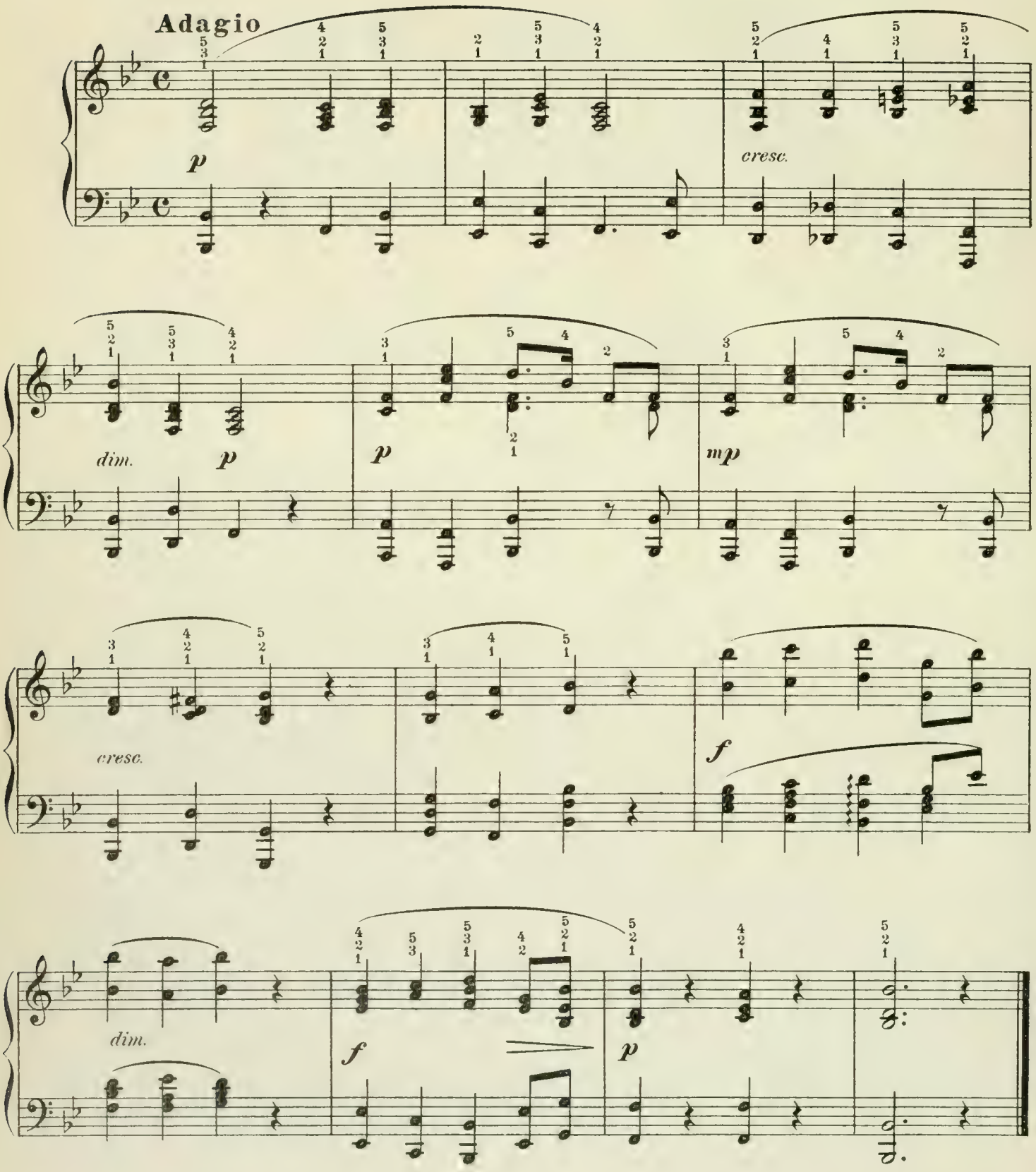
ad. nuel

FRANZ ADLER



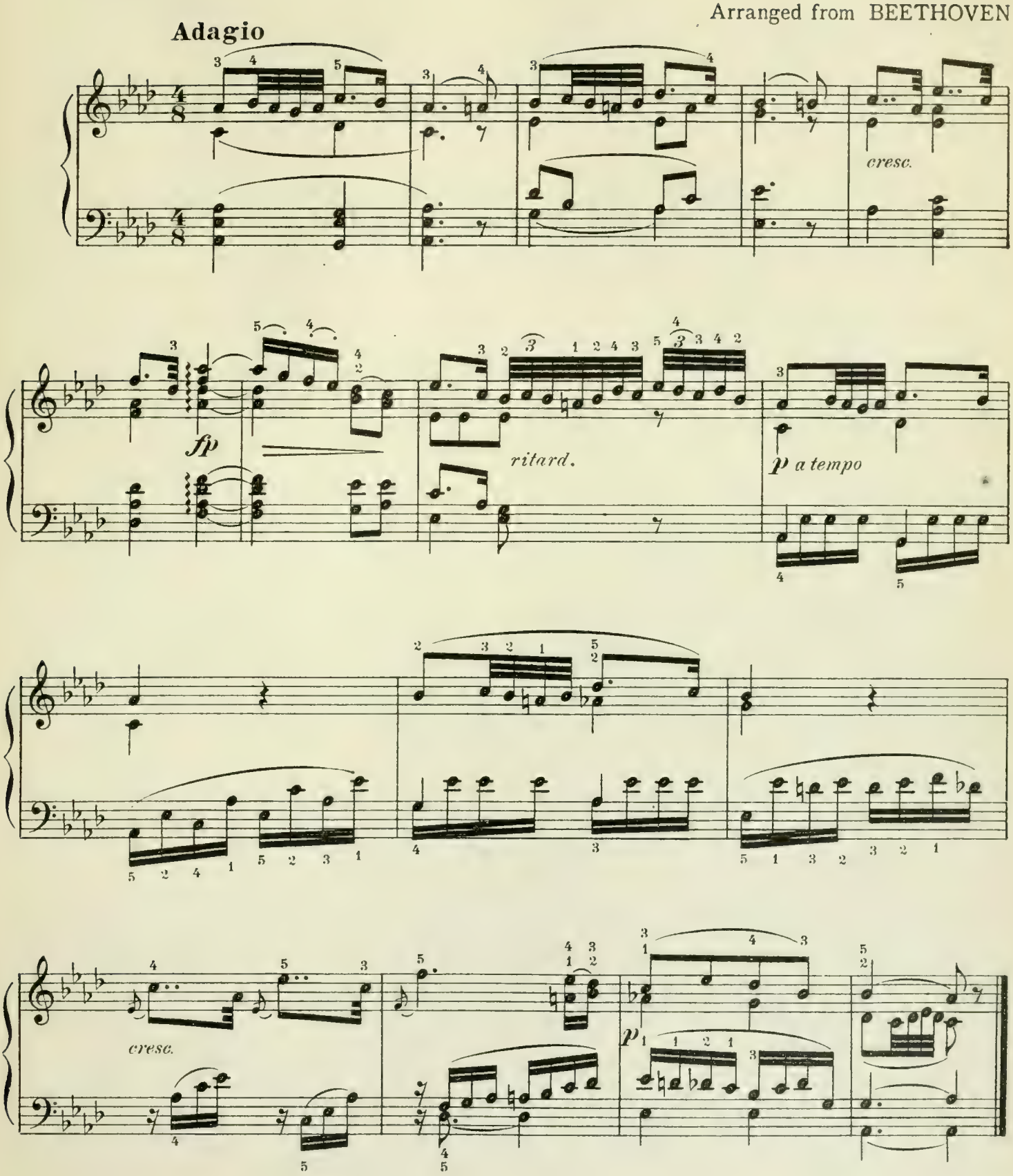
Adagio

Arranged from BEETHOVEN



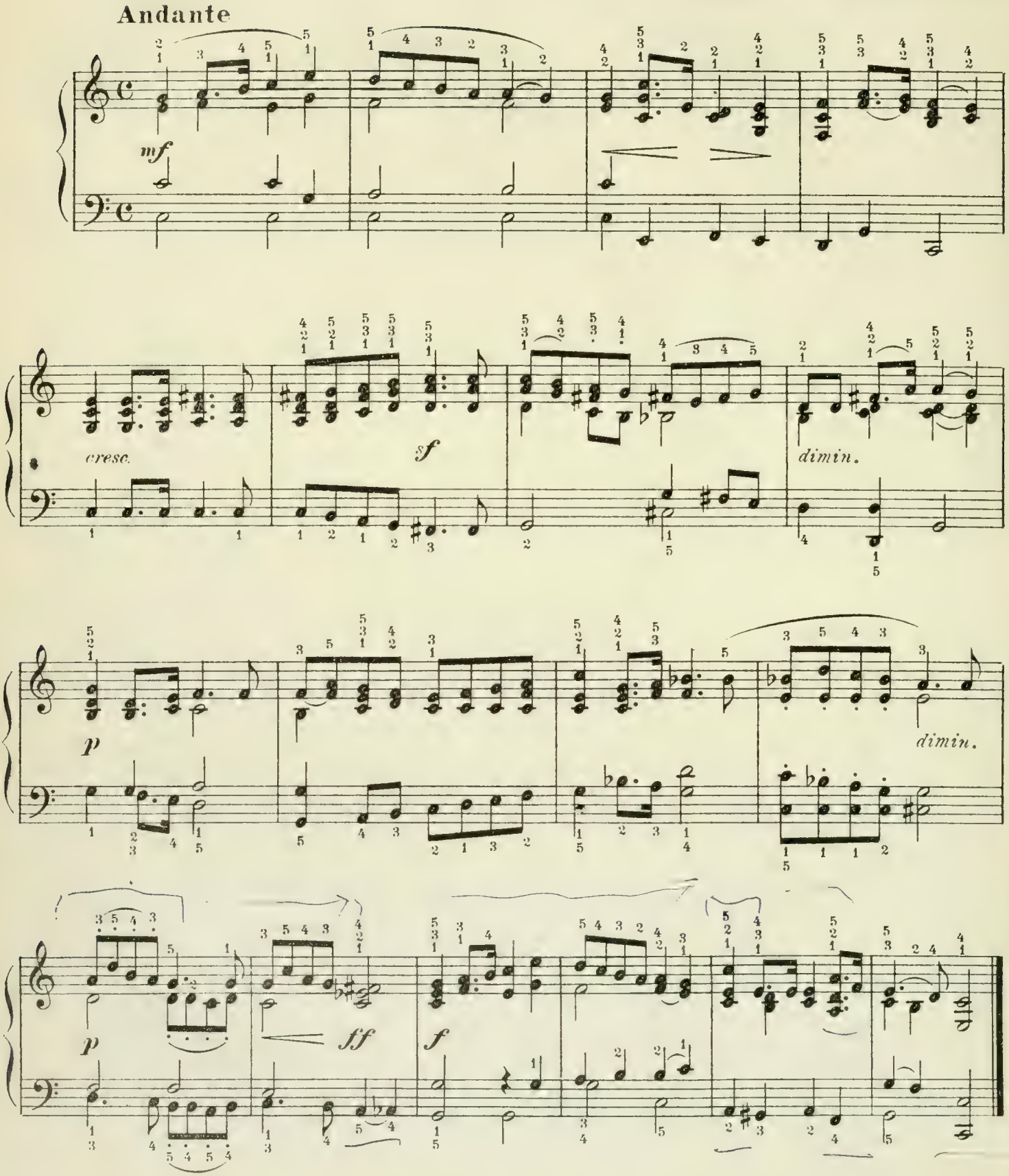
Adagio

Arranged from BEETHOVEN



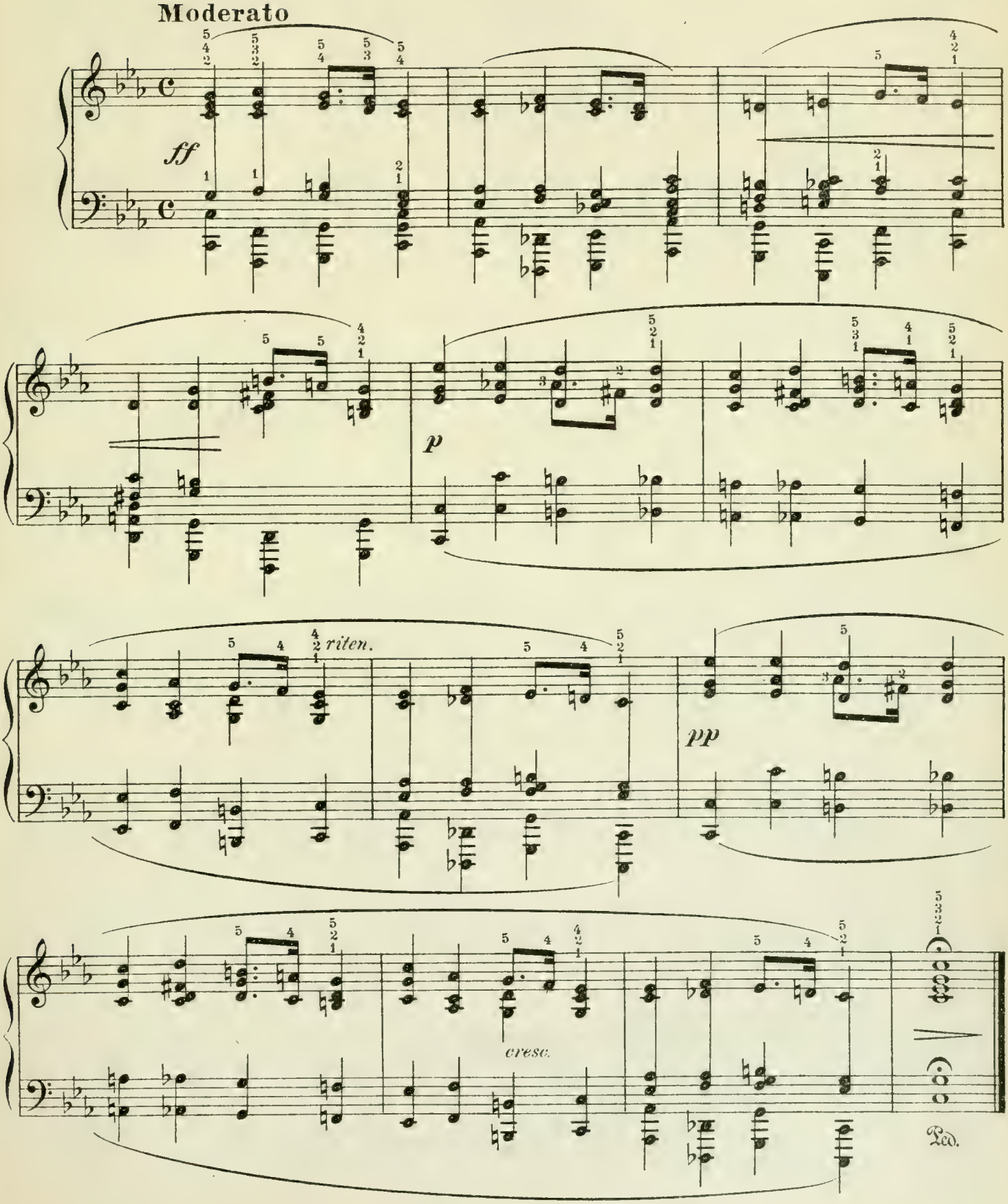
Song of the Hero

Arranged from MENDELSSOHN



Prelude in C Minor

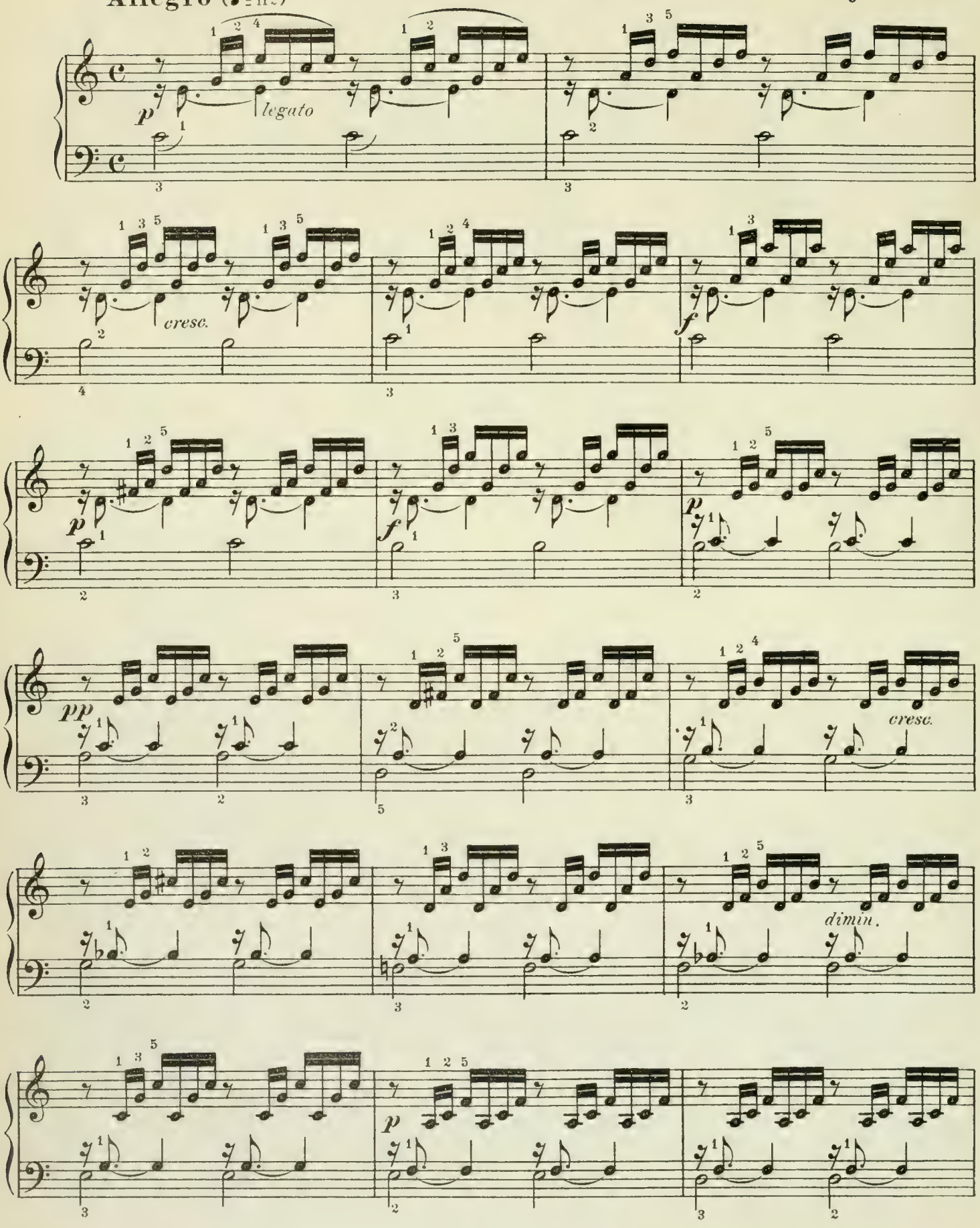
CHOPIN

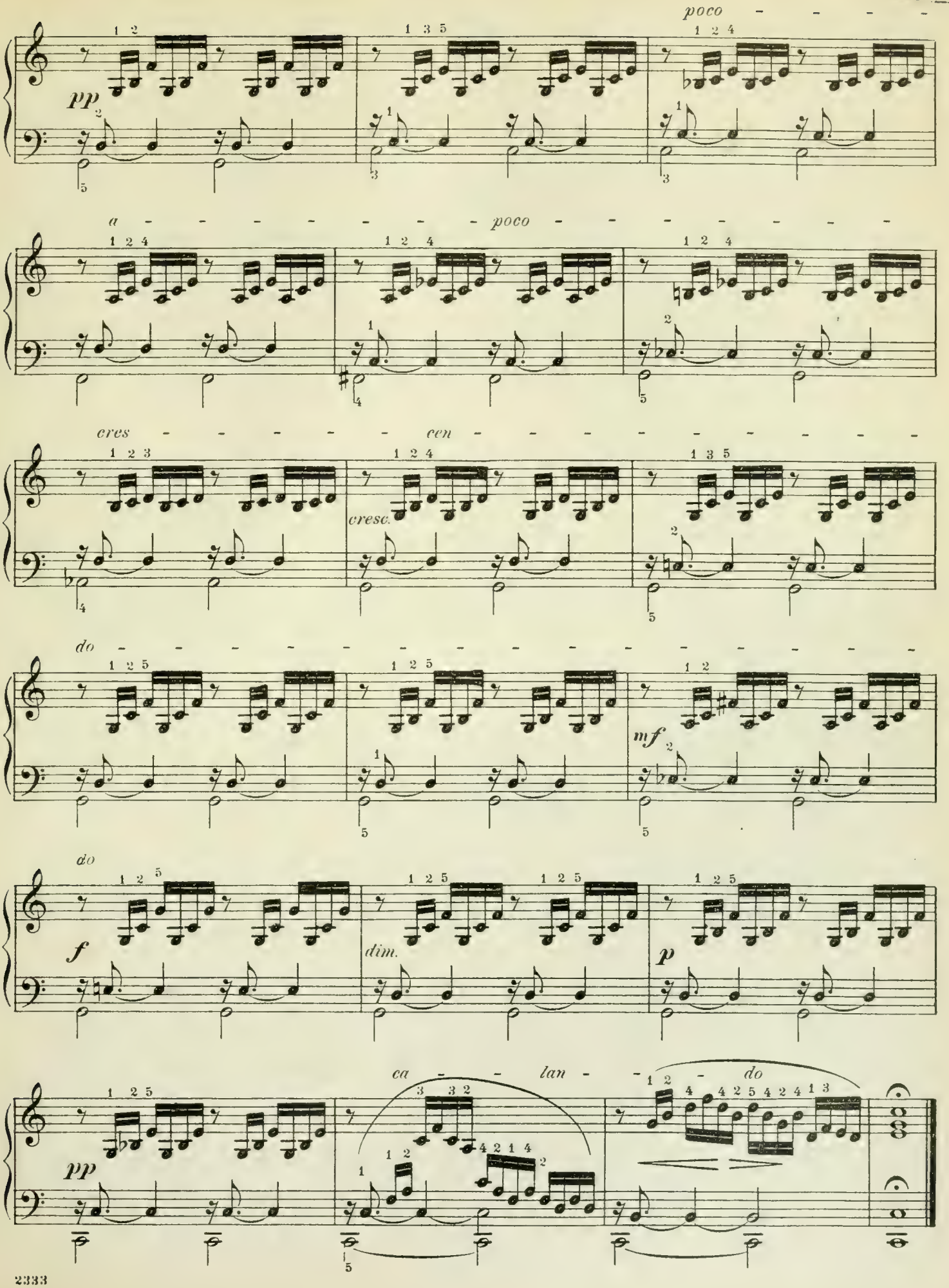


Prelude

Allegro (♩= 112)

J. S. BACH

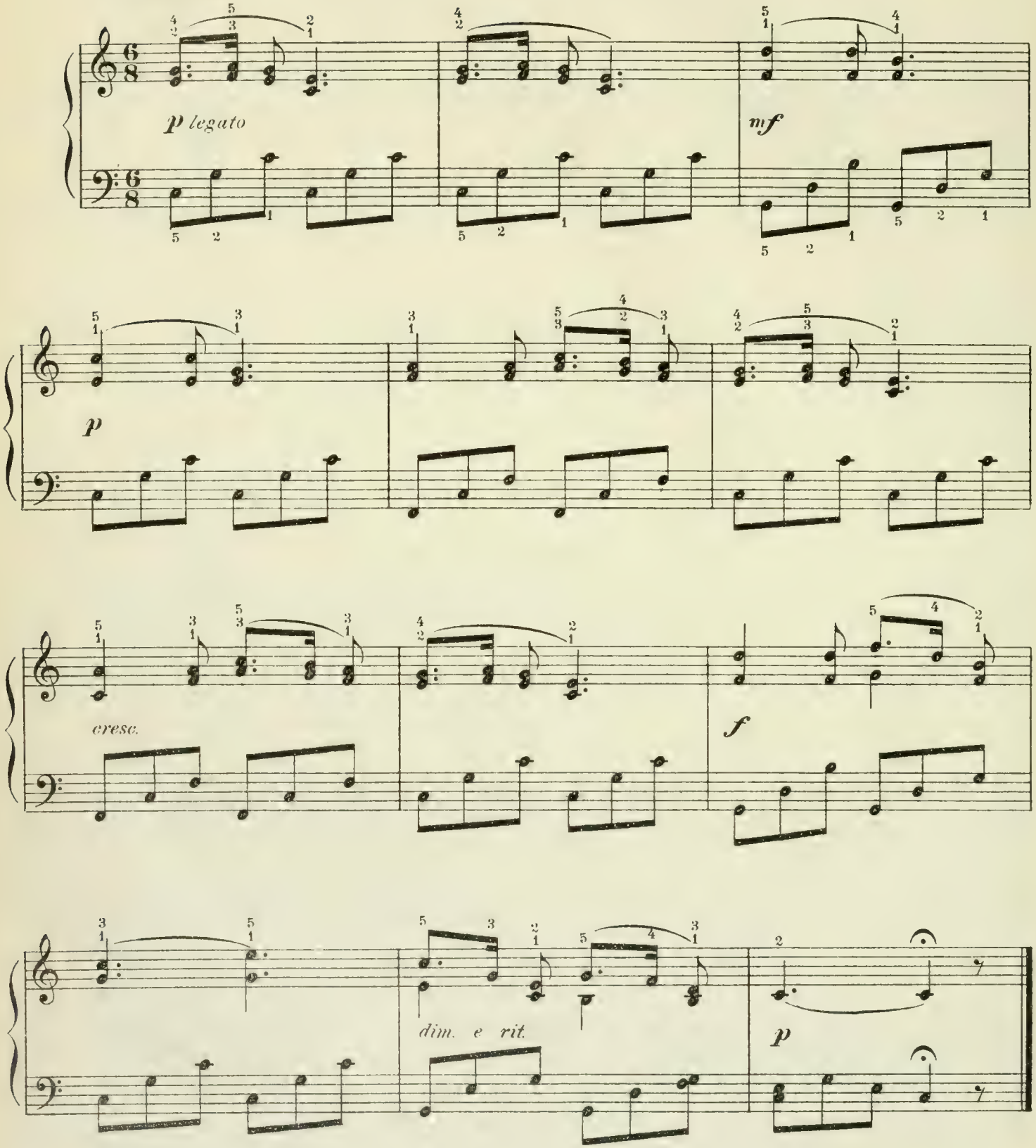



poco
pp
a
poco
cres
cen
cresc.
do
mf
do
f
dim.
p
ca
lan
do
pp

Christmas Carol

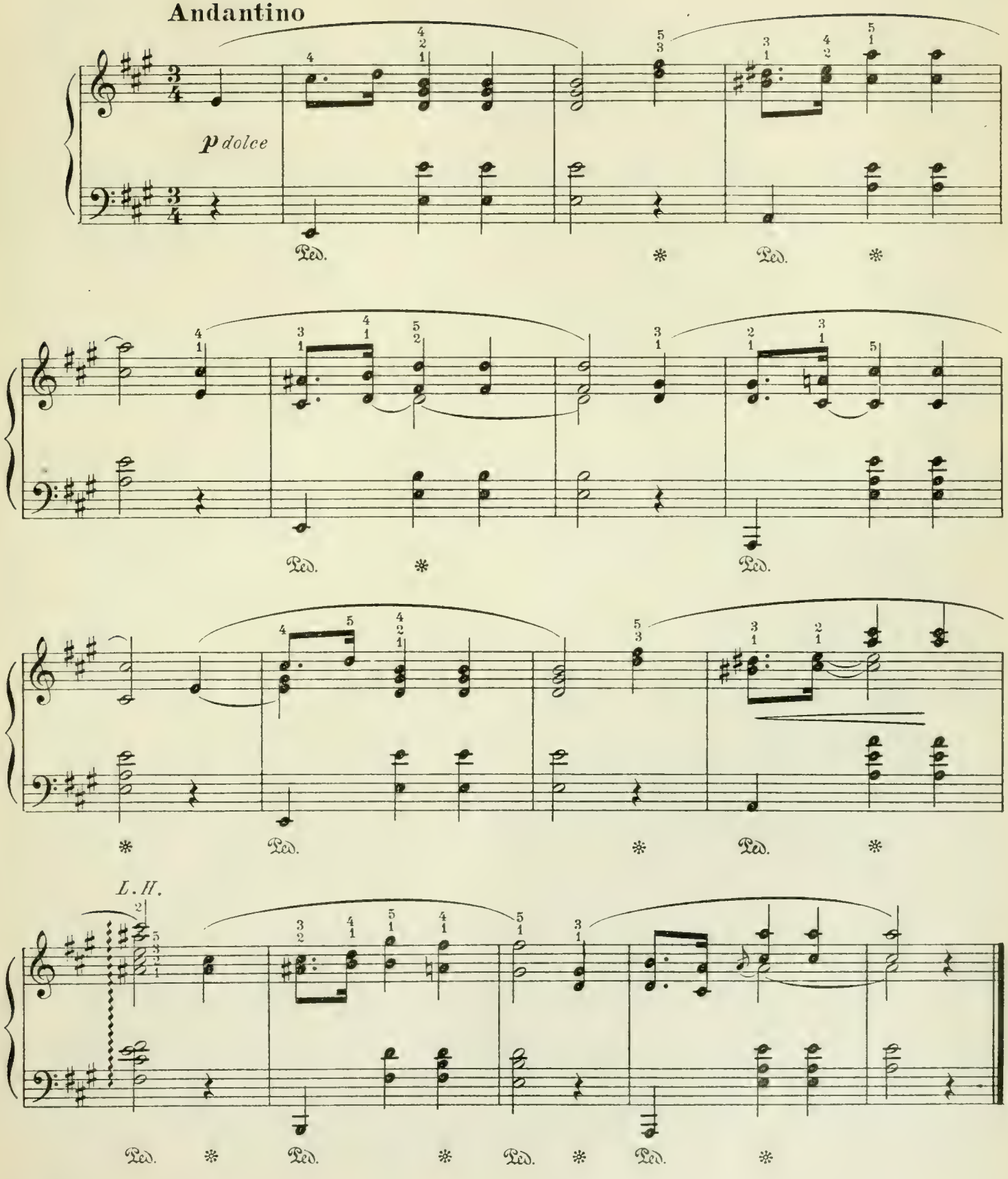
Arranged from M. HAYDN

Moderato



Prélude in A

CHOPIN

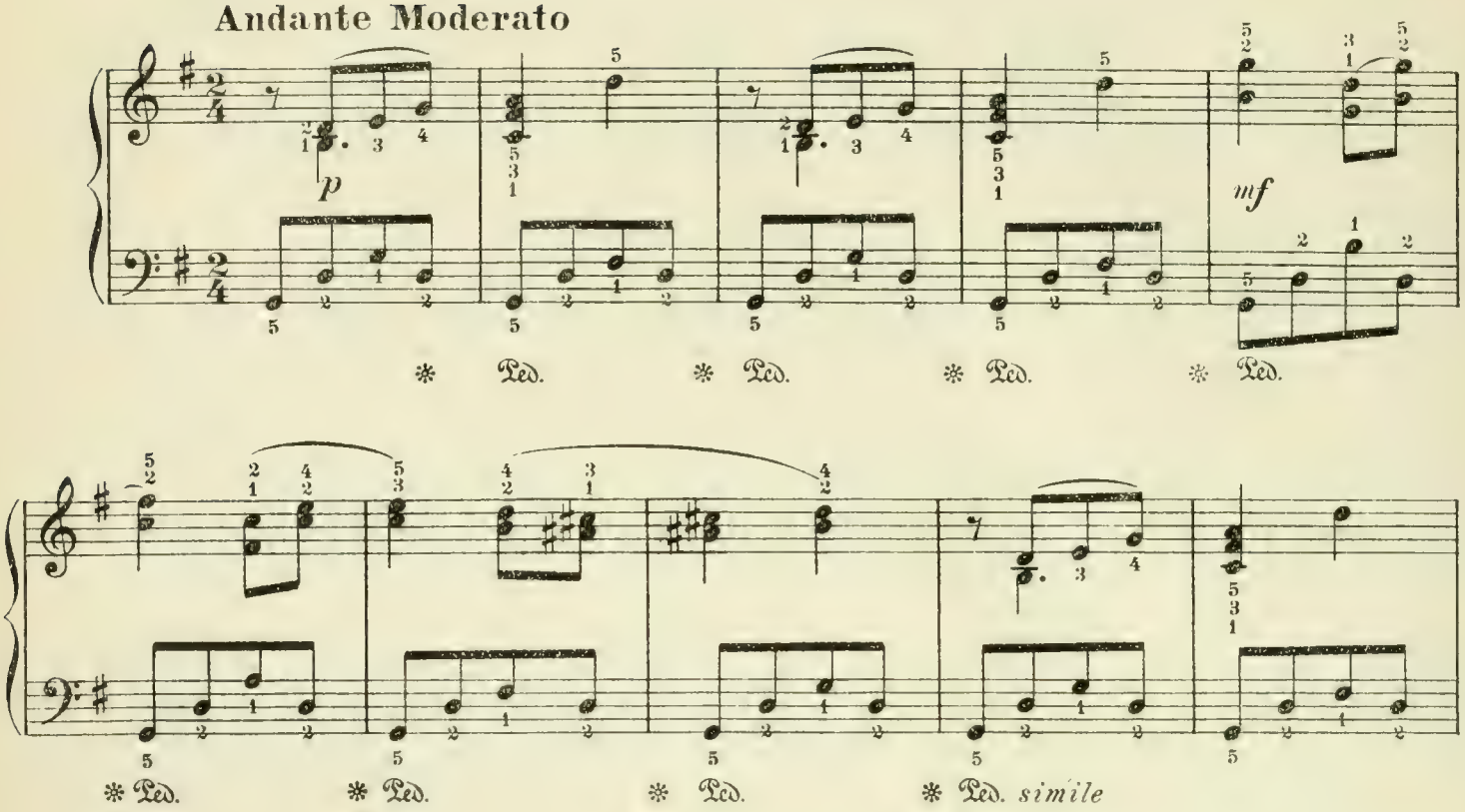


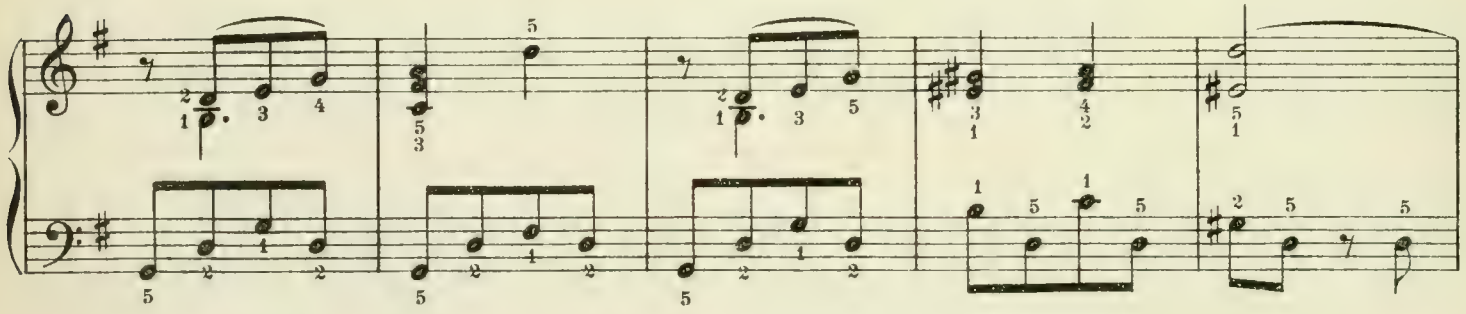
Fairy's Lullaby

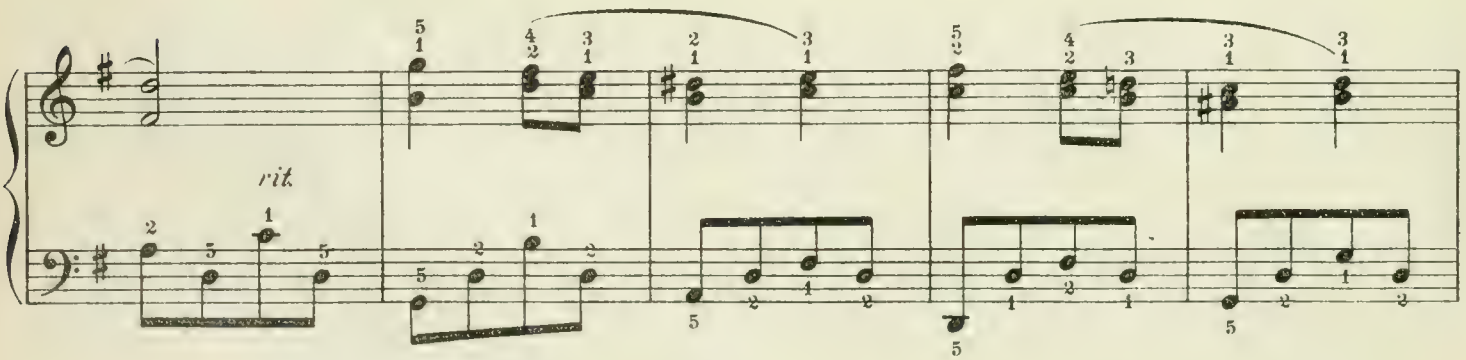
V 49 3/4

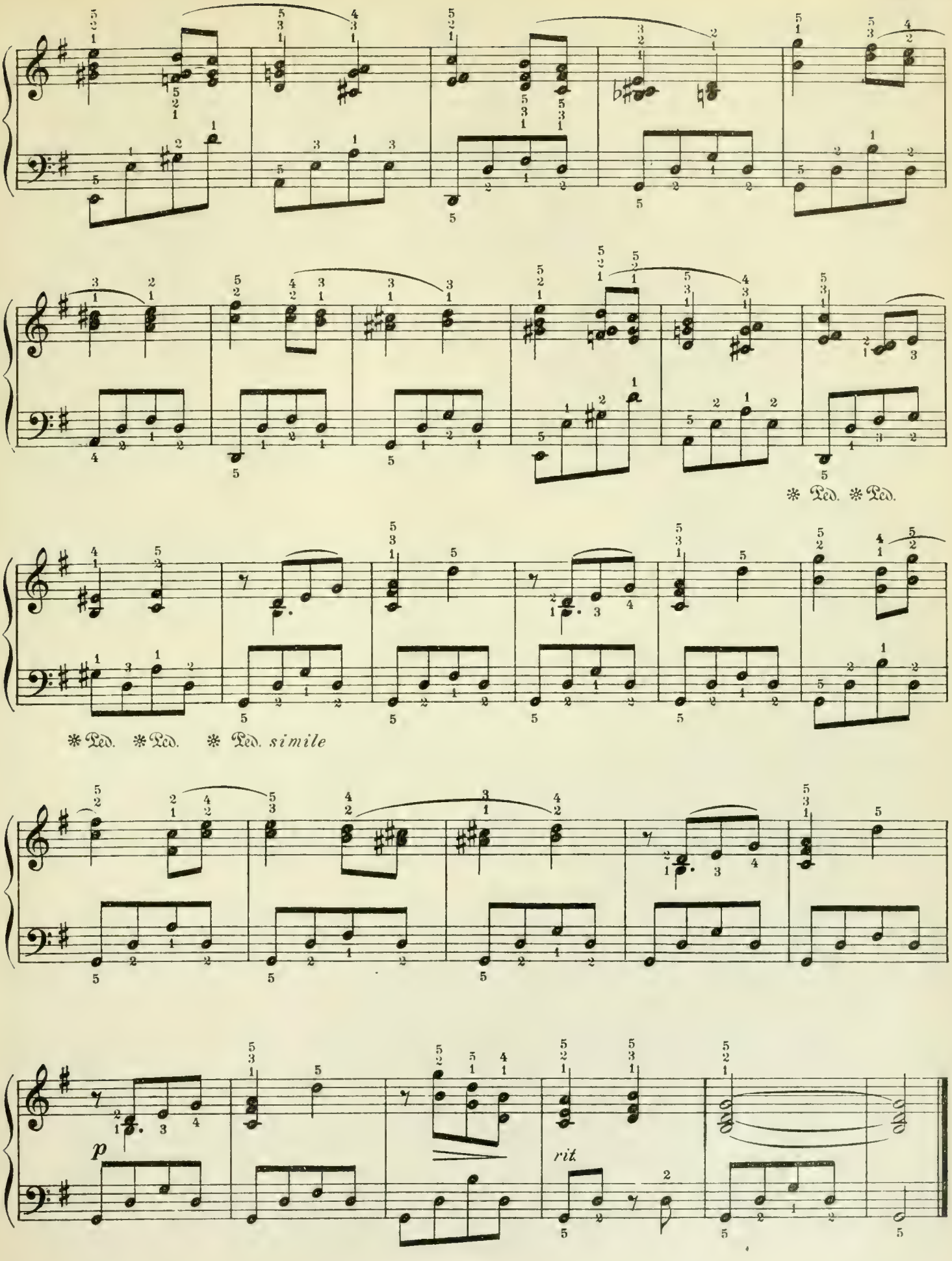
MARGARET E ZIMMERMAN

Andante Moderato








✻ Ped. ✻ Ped.
✻ Ped. ✻ Ped. ✻ Ped. simile
p
rit.

Cradle Song

HELLER

Con moto (♩= 192)

semplice e con grazia

p

legatiss.

p

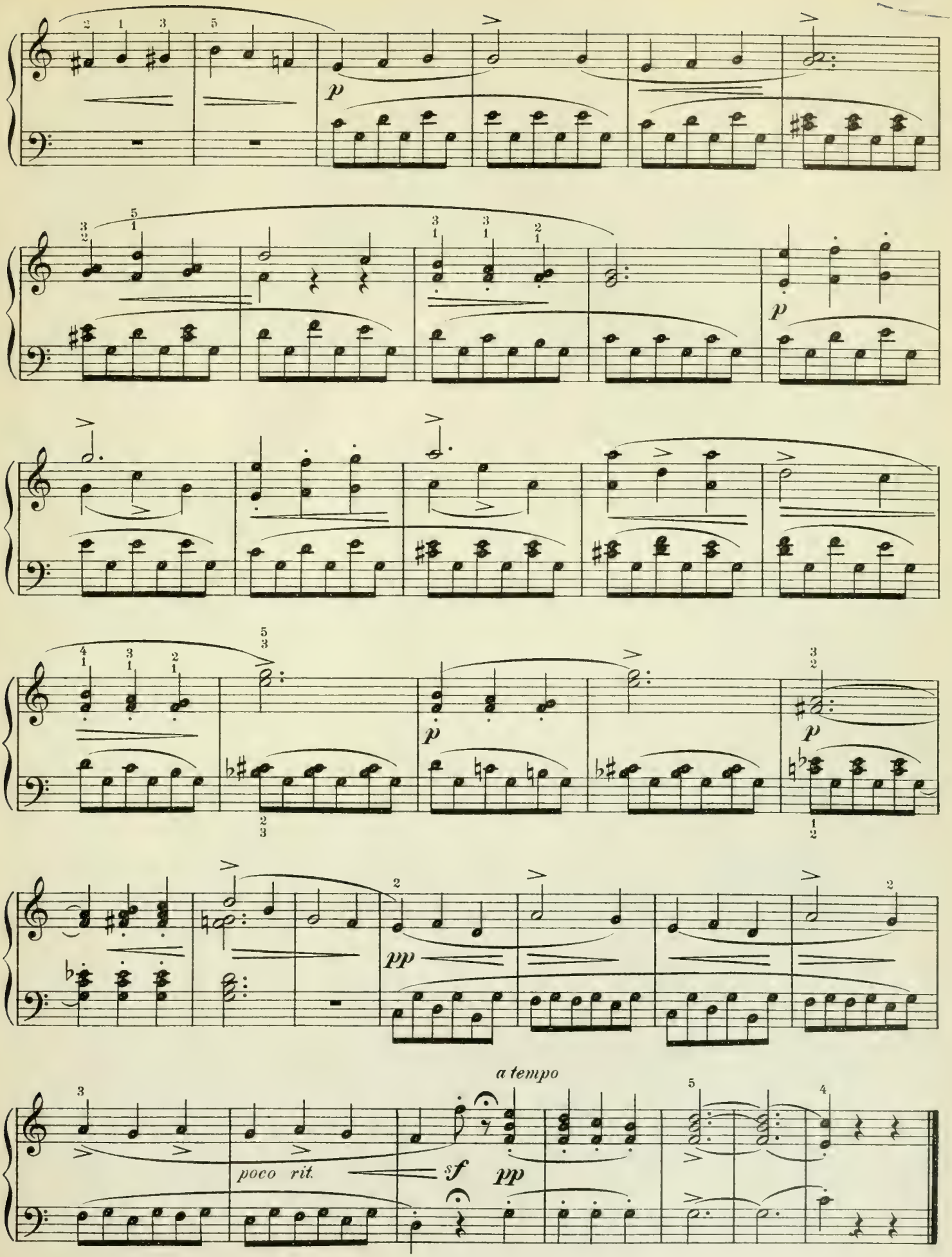
p

pp

f

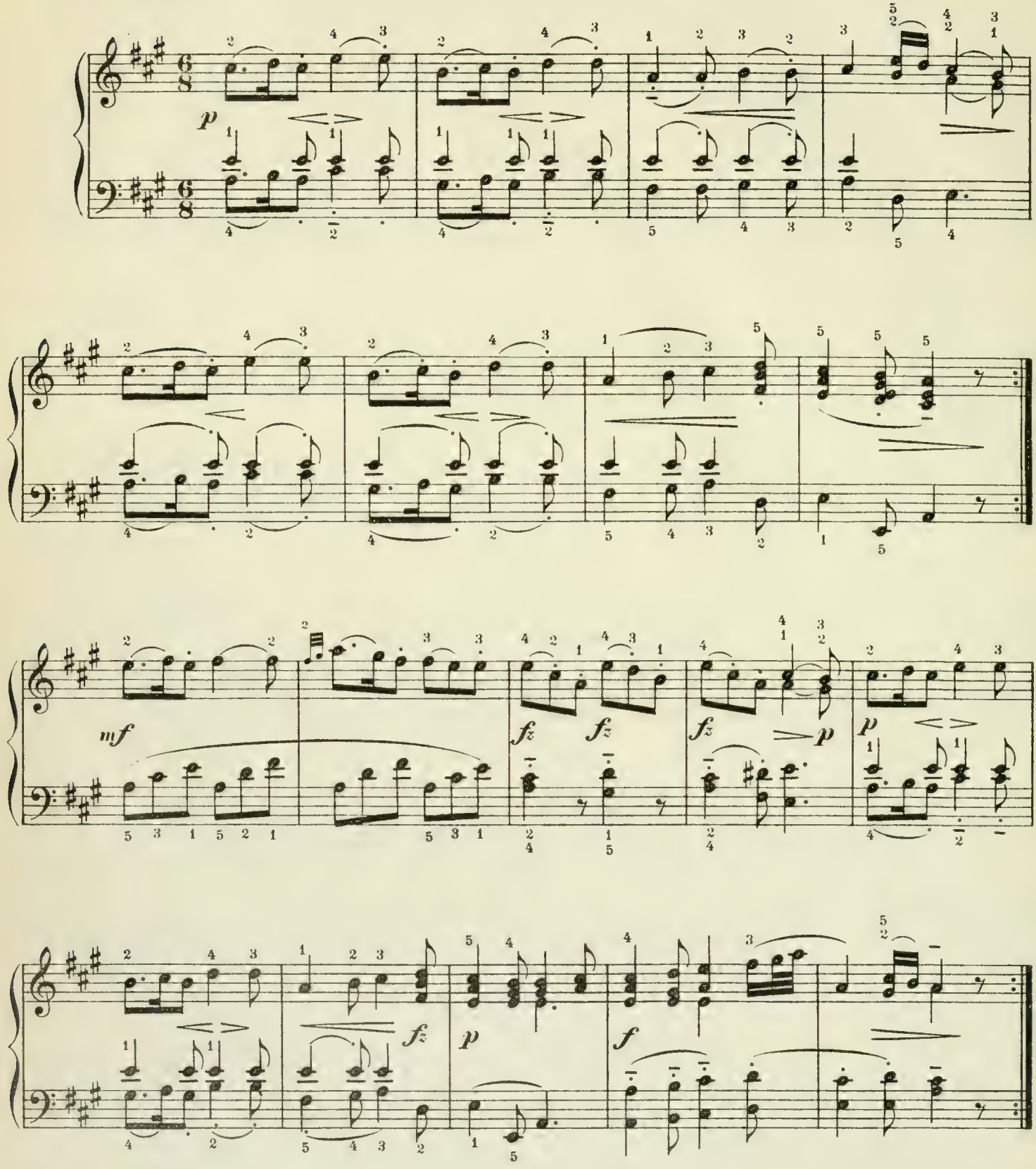
p

pp


p
p
p
p
pp
a tempo
poco rit.
sf
pp

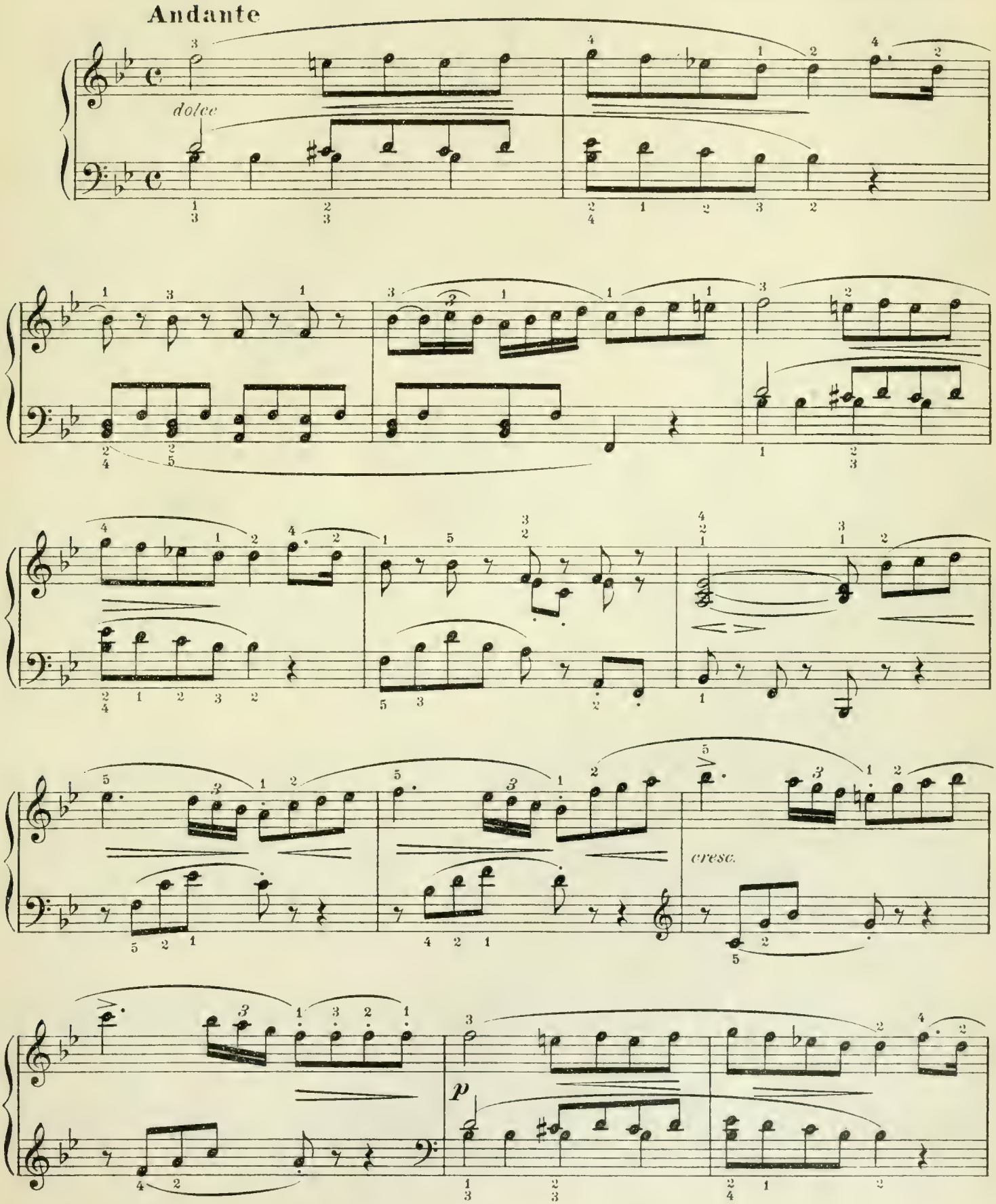
Andante in A

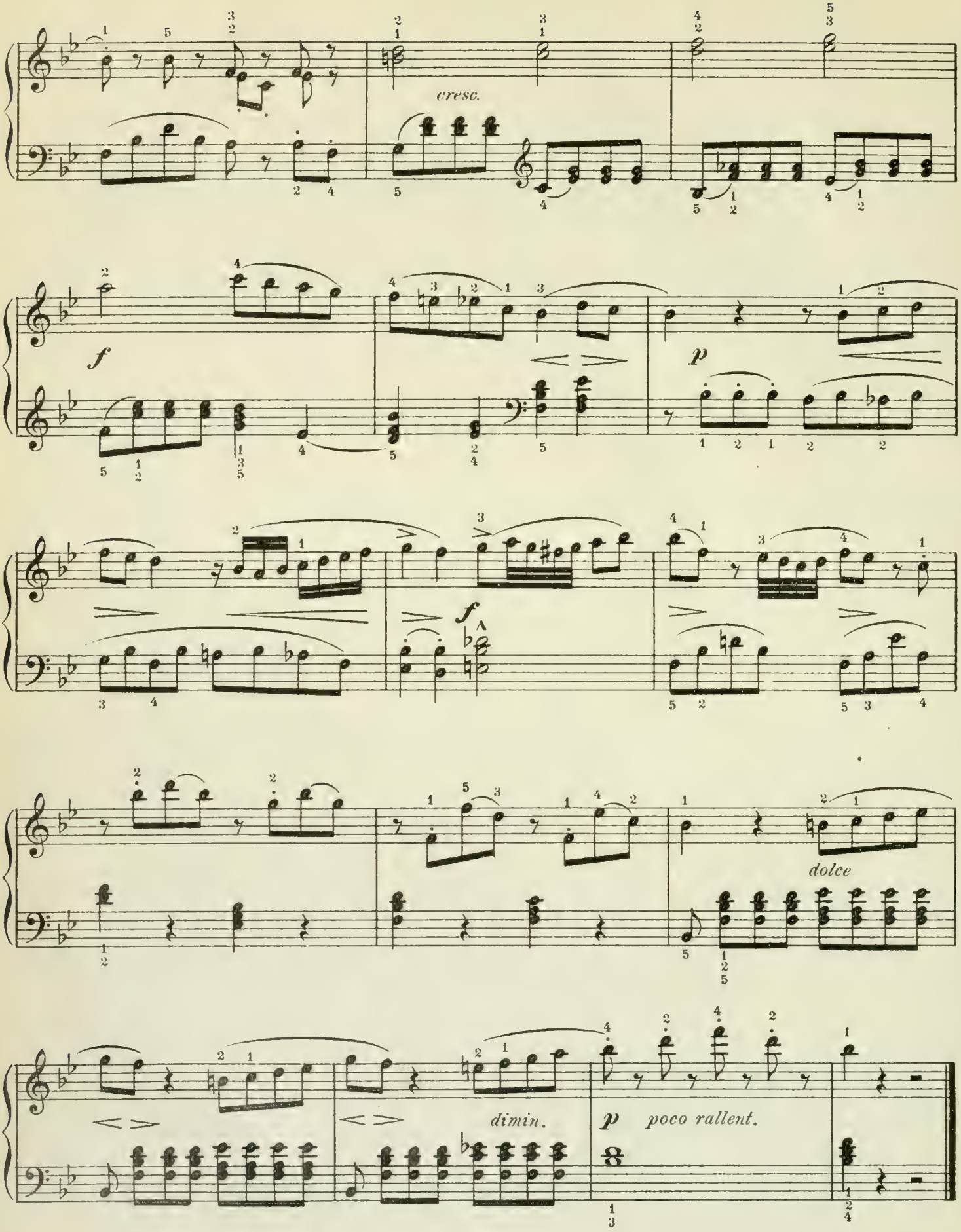
MOZART



Romanze

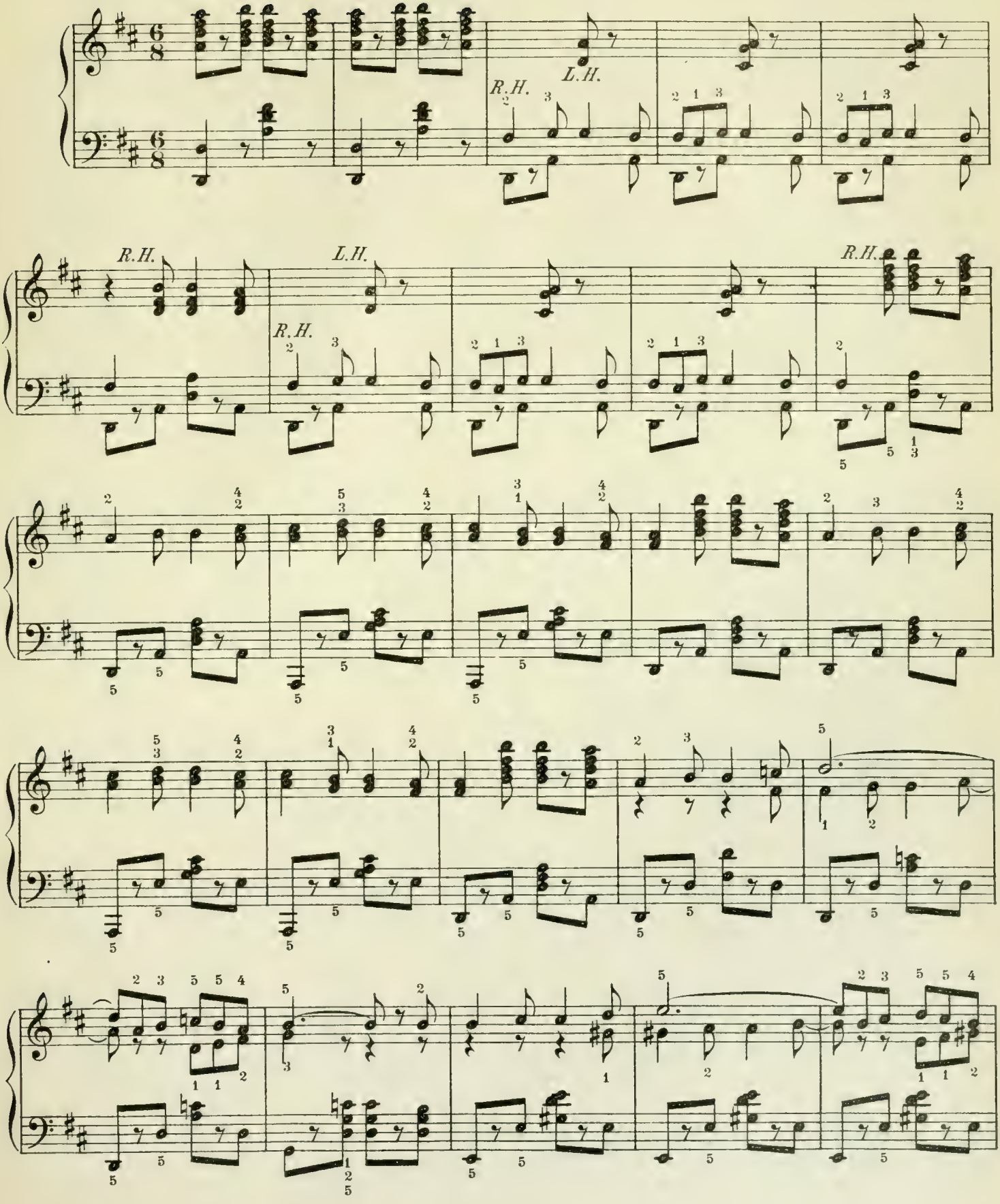
Arranged from MOZART

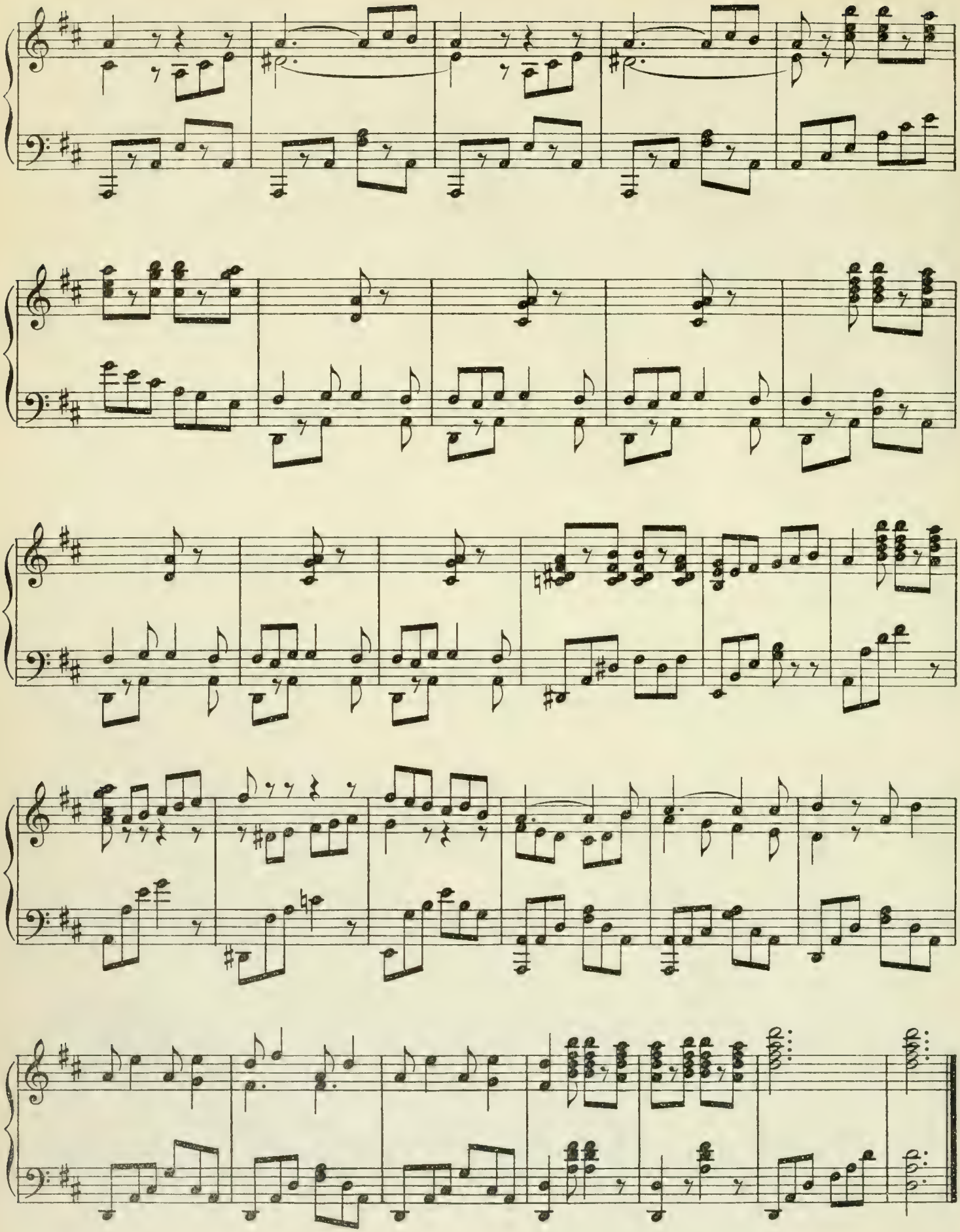



cresc.
f
p
f
dolce
dimin.
p poco rallent.

Barcarolle

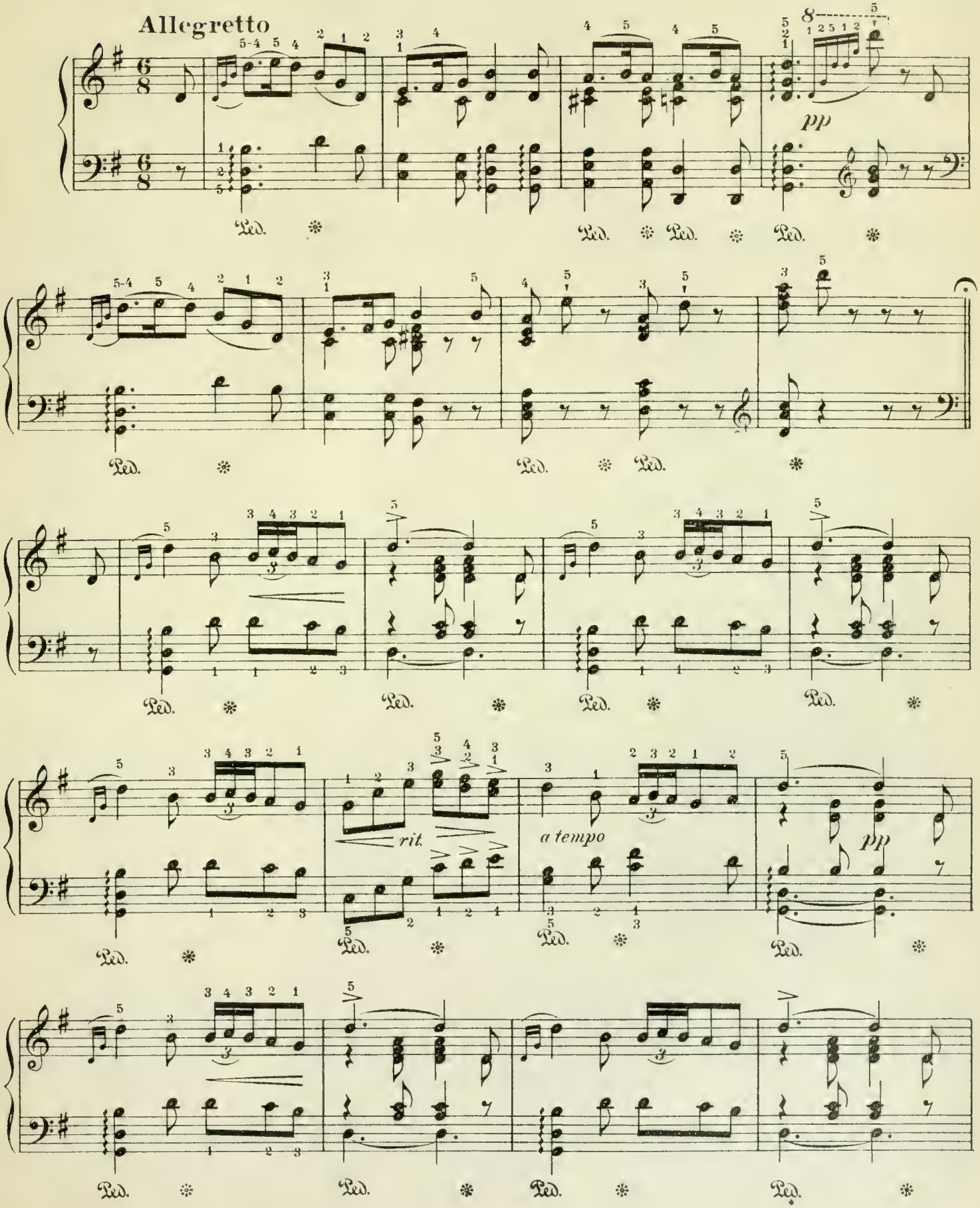
Arranged from OFFENBACH

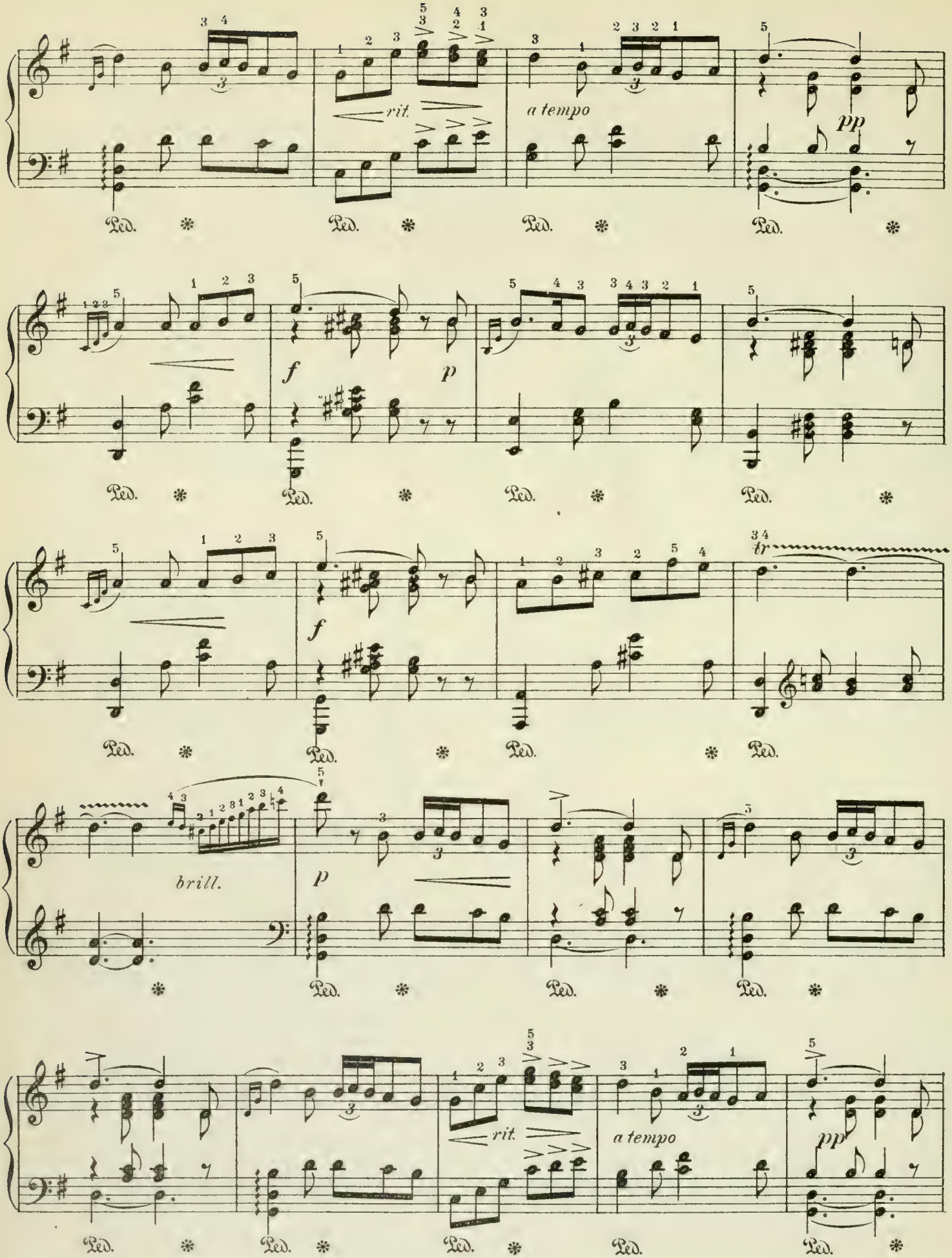


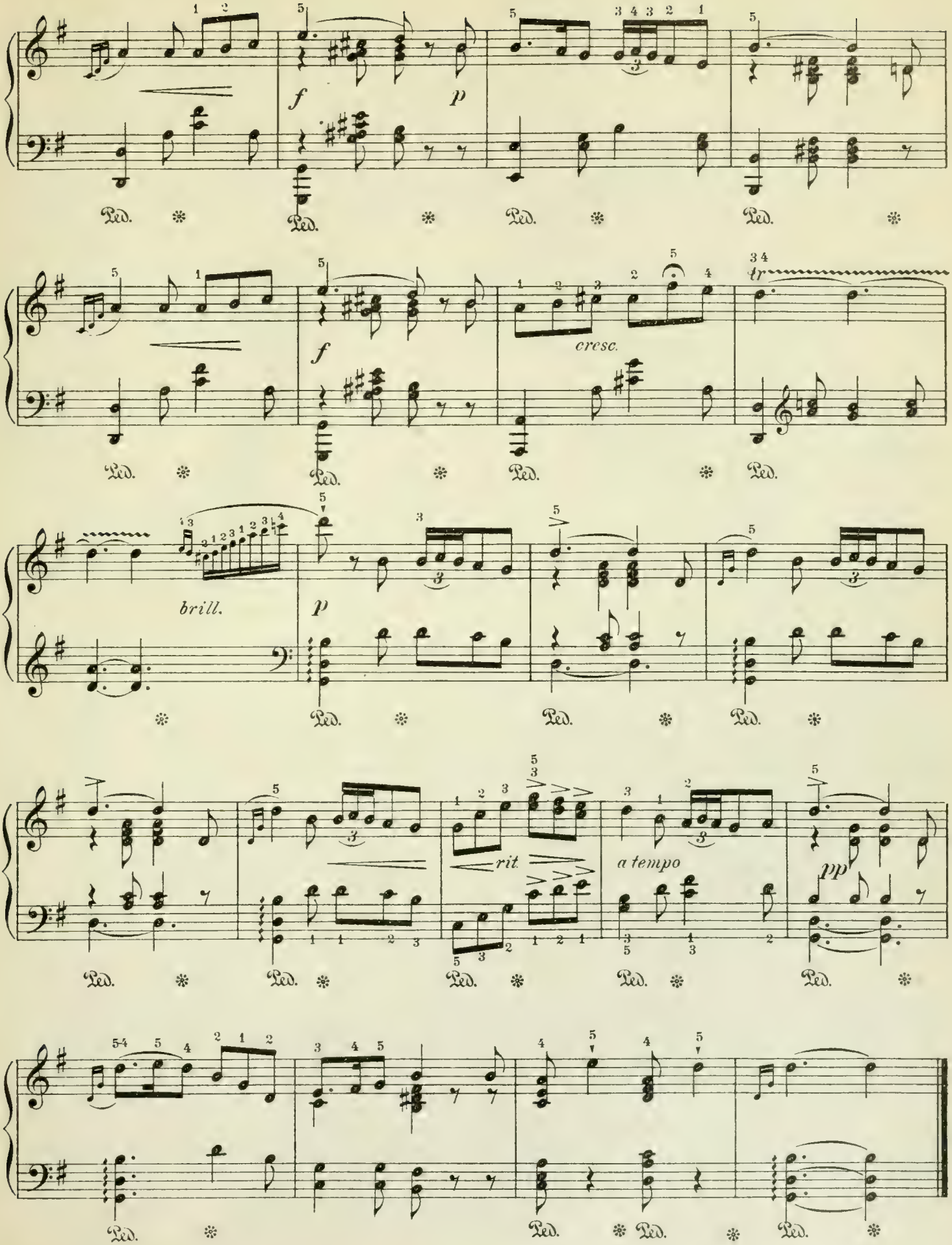


The Shepherd Boy

G. D. WILSON

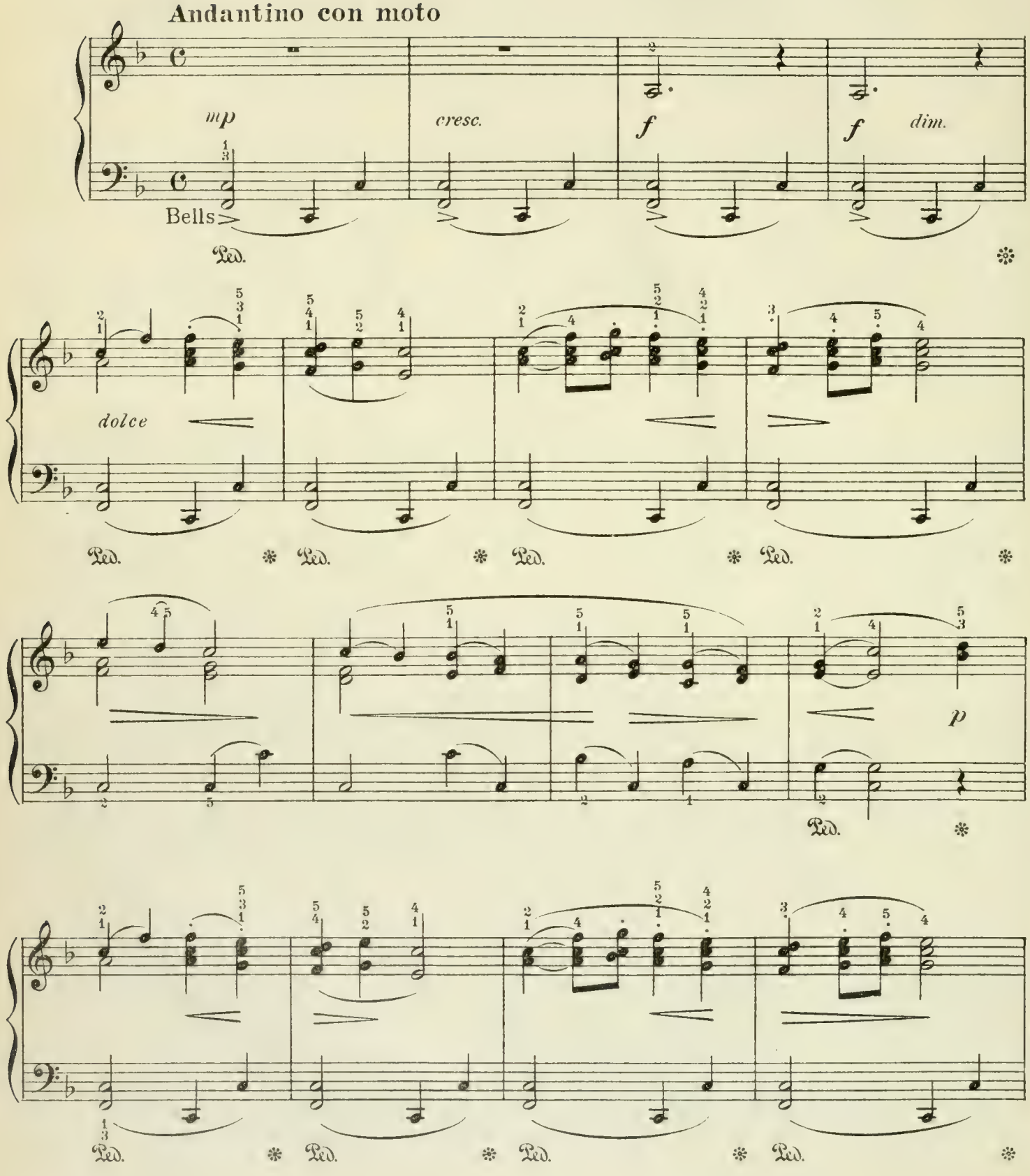


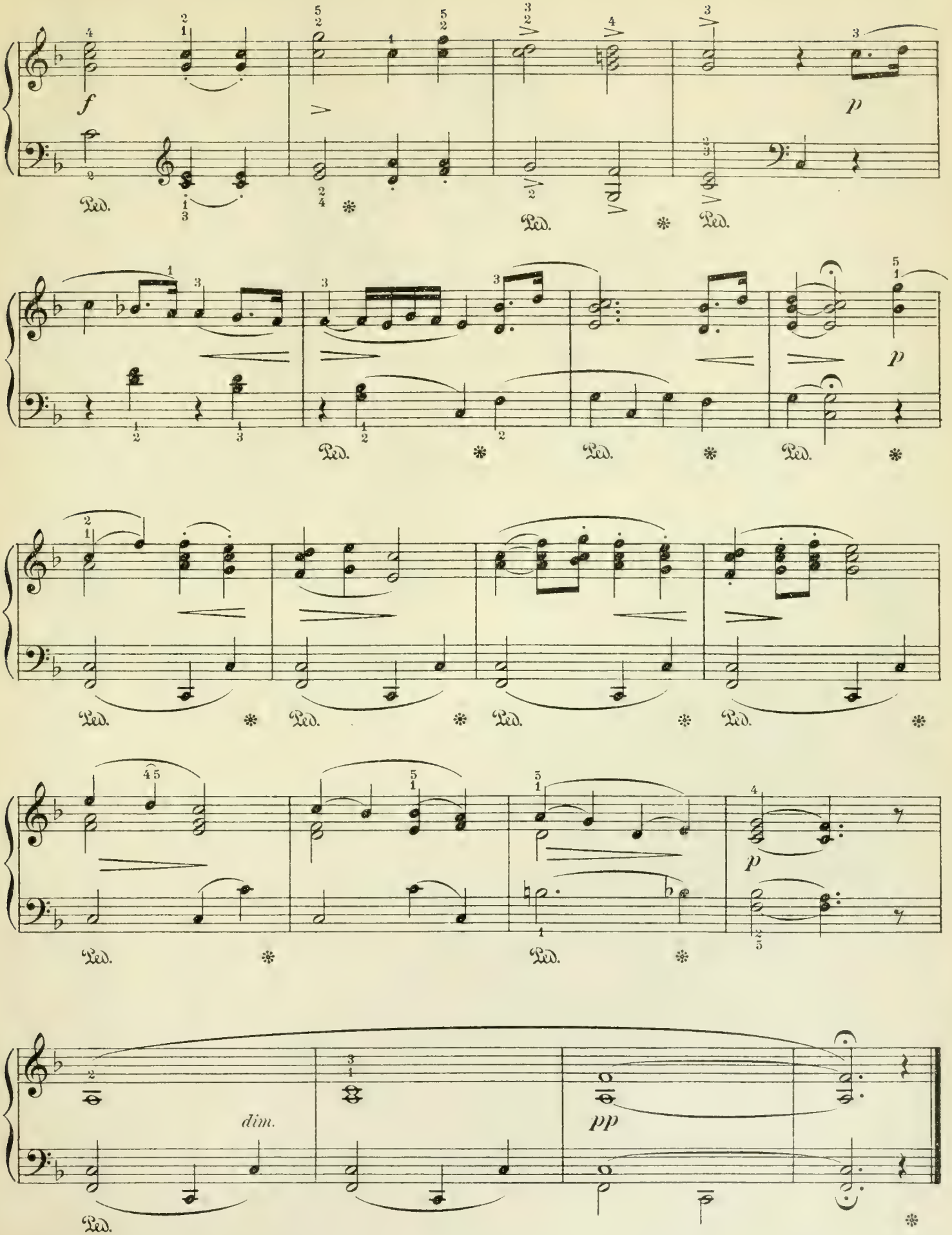

rit.
a tempo
pp
f
p
f
tr
brill.
p
rit.
a tempo
pp
Ped.


f
p
Ped.
f
cresc.
tr
brill.
p
rit.
a tempo
pp

The Christmas Bells

Arranged from NIELS W. GADE




f
p
Ped.
p
Ped.
Ped.
Ped.
Ped.
Ped.
Ped.
Ped.
Ped.
Ped.
p
Ped.
Ped.
p
dim.
pp
Ped.

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